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

UNDERGRADUATE RESEARCH

HOW DOES TEACHER`S STYLE FOSTER STUDENTS` ORAL PERFORMANCE IN CLASS IN THE ADVANCED ENGLISH I TERM II 2013 AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR?

IN ORDER TO OBTAIN THE DEGREE OF:

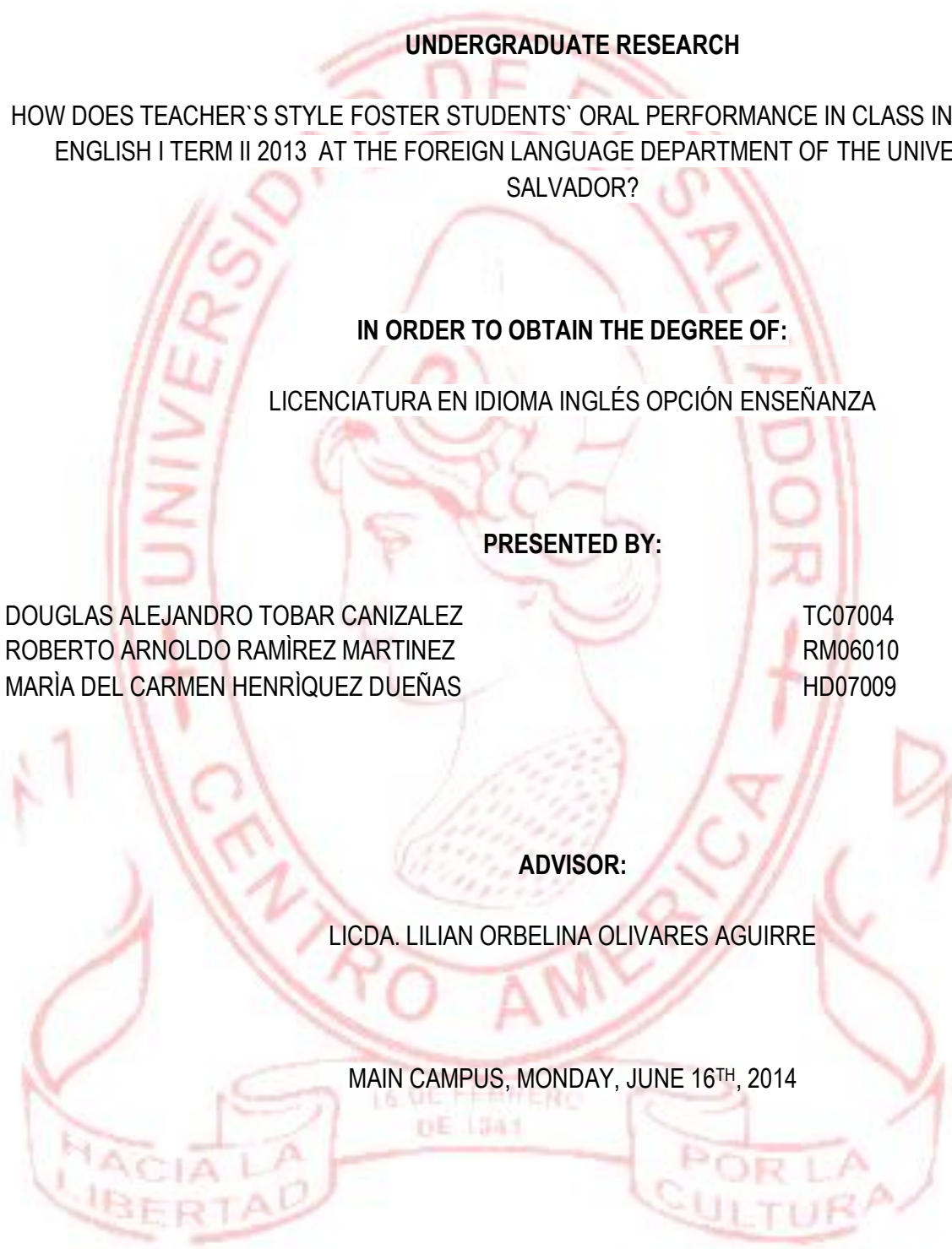LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

PRESENTED BY:

DOUGLAS ALEJANDRO TOBAR CANIZALEZ   TC07004
ROBERTO ARNOLDO RAMÌREZ MARTINEZ   RM06010
MARÌA DEL CARMEN HENRÌQUEZ DUEÑAS   HD07009

ADVISOR:

LICDA. LILIAN ORBELINA OLIVARES AGUIRRE

MAIN CAMPUS, MONDAY, JUNE 16TH, 2014

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

RECTOR

ING. MARIO ROBERTO NIETO LOVO

ACADEMIC VICE RECTOR

MsD. ANA MARIA GLOWER DE ALVARADO

ADMINISTRATIVE VICE RECTOR

ING. MIGUEL RODRIGUEZ

GENERAL SECRETARY

DRA. ANA LETICIA DE AMAYA

AUTHORITIES OF SCHOOOL OF ARTS AND SCIENCES

DEAN OF THE SCHOOL

LIC. JOSE RAYMUNDO CALDERON MORAN

VICE – DEAN

MsC. NORMA CECILIA BLANDON DE CASTRO

SECRETARY

MsC. ALFONSO MEJIA ROSALES

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

HEAD OF THE DEPARTMENT

LIC. JOSE RICARDO GAMERO ORTIZ

GENERAL COORDINATOR OF THE GRADUATION PROCESS

Mtl. EDGAR NICOLAS AYALA

ADVISOR

LICDA. LILIAN ORBELINA OLIVARES AGUIRRE

DEDICATION

Douglas Alejandro Tobar Canizález

In the first place, I want to dedicate this work to God, who gave me the strength and support to continue, even in the hardest moments in which I just wanted to give up. He took care of me in all those moments in which there was not light for me, as this objective seemed too far to accomplish. I know that without him I would have not gotten to this important and successful point of my life.

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Finally, to all those people who in a way or another helped me concentrate my attention in my main goal: my graduation from the university.

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María del Carmen Henrìquez Dueñas

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INTRODUCTION

      The present study contains five chapters in which investigators have developed their research project. The first chapter deals with the introduction of the study as a whole, in which it is provided the background information of the investigation at hand. Besides that, it contains the aims of it as well as the way in which the necessary data were gathered. Immediately after the introduction of this study, chapter II is presented, which has been divided in three sub chapters as well. In this part, the topics and investigations that were previously done regarding the study at hand are presented. Researchers had to read about the three major academic issues which this study deals with. They selected the information that was of much relevance and help for undertaking this investigation. After reading about the literature, it is showed the information regarding the methodology employed for answering the research question and the three subsidiary questions that investigators postulated. Almost for concluding this step, we have chapter IV, which deals with the analysis of the results of such investigation. Finally, chapter V presents a discussion of the findings that were obtained along this study. After all the chapters that this study has, the conclusions arrived, as well as the recommendations provided after conducting the research.

STATEMENT OF THE PROBLEM

The study at hand deals with the direct or indirect link that exists between the teacher's style and students` oral performance during the class in the Advanced English course I term II 2013 at the Foreign Language Department of the University of El Salvador. Investigators decided to conduct this study since for them it was a very important issue. Researchers observed along their university major that some of their classmates were more willing to get involved in the communicative activities, while some others just were just observers, but without practicing the target language. For them, it was so clear to deduce that this was due to the way in which some teachers developed the communicative activities that made students either reluctant to participate or get immersed in such tasks. Based on their own experience and the difficulties they faced along their major, they wanted to find as well as understand the reasons why this situation still seems to affect a lot of students each year. In other words, why some advanced students take more advantages of the different communicative activities that are carried out inside the classroom, while some others just limit themselves to listen and never produce the target language. Besides that, they also wanted to investigate if this academic situation was still a current issue at the Foreign Language Department, so they could provide at the same time with some helpful recommendations in order to deal with it, not only from teachers` side but also for students'.

The way in which data were gathered was by means of the administration of two questionnaires, one for students, which contained a total of 21 questions, 12 of them related to their perception about teachers' development inside the classroom and 9 more questions about themselves. The questionnaire was administered only to students who were taking Advanced English I and they were chosen randomly; just taking into account the willingness they showed when asked for their collaboration in order to obtain valid and reliable results. On the other hand, teachers' questionnaire had 12 questions which were related to the topics developed in the three chapters that this investigation contains. All the teachers who were responsible for the 9 advanced groups were taken into account since by having all their impressions regarding the research question at hand would provide essential data in order to conduct it. There was a teacher who was in charge of two advanced groups, which reduced the number of them at 8. Unfortunately, out of the 8 teachers, investigators were able just to obtain the data provided by 5 of them. Researchers decided to use a questionnaire because of the lack of time and availability that some teachers might have had. The questionnaire for teachers presented 12 questions that were related to the topics developed in the three chapters of this research.

AIMS OF THE RESEARCH

The main purpose of this investigation is to establish the relationship between teacher's style and students' oral performance inside the classroom in the Advanced English level I term II 2013 at the Foreign Language Department of the University of El Salvador. Researchers considered of much importance to carry out this study since it seemed that the different problems learners faced along their major in terms of developing their oral skills showed that the way in which teachers imparted their classes had a lot to do with the acquisition of students' oral skills. For such reason, investigators wanted to focus their attention on this study, since they experienced the same situation as students, either way, as active participants in the class development or just as passive ones. By establishing this relationship, researchers wanted to make not only teachers but also students to understand about the strong link that exists in the English teaching-learning process. Besides that, with this investigation, they attempted to reveal important information for teachers as well as for students about this issue that seems to affect hundreds of students each year and at the same time to give them some recommendations that they could take into consideration in order to deal with this academic issue.

In order to accomplish this purpose, researchers decided to come up with a research question and conduct an investigation for providing an answer to it. The research question that guided this study was the following: How does the teacher's style foster students` oral performance inside the classroom in the Advanced English I, term II 2013 at the Foreign Language Department of the University of El Salvador? In order to collect the information that answered this research question, it was necessary to break down the main research question into three more specific questions. The first subsidiary question was: How does teachers' class performance influence students` motivation? Another question for complementing the first one was: Why is the teacher's methodology essential in the development of students' speaking skills? The third one was divided in two questions, the first one was: To what extend does the teachers' role take important effects on the development of students' oral performance? And the complementing part of the last question was: In what ways can students' oral performance be measured in the class? Researchers designed the methodology of this investigation based on these subsidiary questions as well as with the main research question.

This research took into consideration a total of 135 students from the nine Advanced English I courses that were taught in the second term of 2013 at the Foreign Language Department of the University of El Salvador. All the courses were chosen and included in order to have a wider view of the subject investigated in this research. Investigators decided to include as well the other side of the teaching learning process, which were teachers. There were 8 teachers in charge of teaching those nine advanced courses. One of them was responsible of two groups, which narrowed the teachers` participation at 8. Unfortunately, researchers were able to reach just five of them, out of eight. Even though this was a limitation that researchers faced along the investigation, this was not an obstacle to develop it.

LIMITATIONS

The obstacles that researchers faced when conducting the investigation was the lack of availability in both sides of the sample considered: teachers and students. It is necessary to mention that this was because the data collection process was developed in the last two weeks before the semester reached to an end. Besides that, investigators had to change the original instrument to be administered to teachers, since they seemed not to have enough time for having an interview due to the time constrains related to the end of the semester. For that reason, they decided to use a questionnaire, instead of the interview they had planned at the beginning of the investigation. Another limitation that investigators came across to was the lack of general information that some participants provided. For instance, almost all of them did not provide the information related to their workplaces, in the case they marked that they were working as well as studying. For investigators it was important to know it since it was essential data to take into account when the time of interpretation came. In other words, it seemed that the kind of job they had could benefit students when attending their classes, for example if they work as teacher or as call center agents. It seemed to be a better disposition to learn when students use in their jobs what they study in classes. On the other hand, their job could also limit them, as in the case that they work in a factory or in another job that it is not related to what they are studying at the Foreign Language Department. Besides that, students did not answer completely one of the open ended questions presented in the instrument, which made difficult the task of analyzing and interpreting the data collected. Investigators considered that by having those open ended questions answered by the participants, the conclusions that they reached at the end of the data analysis could have been different since they could had drawn some light regarding the three major issues that this study is related with.

The importance of this study is of great amount since it reflects how the teaching style (s) that facilitators use inside the classroom has a strong link with the oral skills that students achieve in Advanced English level I at the Foreign Language Department of the University of El Salvador. It is necessary to point out that when coming up with this investigation was not intended to give a solution to the academic issue under study. In other words, researchers were looking to have a wider perspective of the problem that affects hundreds of students each year in order to suggest not only teachers but also students some ways in which they could get along with it.

JUSTIFICATION

In teaching a foreign language, experts in the education field provide texts, several methodologies, and approaches. They use these to develop their classes in the best possible ways. However, it is also important to know that every teacher is free to adopt a certain way of teaching or define a way that identifies them. In addition, motivation is a key factor that teachers need to take into consideration as a way of fostering students' oral performance in the classroom. In this research, the different teaching styles, motivation, and the wide variety of approaches related to students' oral performance will be presented.

The importance of this project lies on the fact that Advanced English I teachers need some teaching methods and techniques to develop their classes and to provide information that is meaningful for learners. That is why information about different teaching styles, motivation as well as oral performance is presented in this study.

The term of teaching styles has different definitions, as such is the case of Hoyt and Lee (2002) who consider teaching style to be "a combination of teaching approaches, where a teaching approach is a combination of teaching methods." Another way to describe it was proposed by Kaplan and Kies (1995). For them, teaching style is "personal behaviors, but also the media that is used to transmit and receive data for information from the learners." Besides that, Dunn and Dunn (1979) believe that a teacher's teaching style is a direct result of the way a teacher learned. In other words and in the most general sense of the phrase, teaching styles may be defined as the individual and particular way in which each teacher performs his/her work in the classroom.

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Motivation, in addition, it is considered as "the inner power or energy that drives a person to perform a certain action to achieve something," Gardner (1985). Nowadays, as it has always been, motivation is applied to every single aspect of someone's life. However, it will always be where there is a clear vision, a specific knowledge of what wants to be achieved in the long way, and the desire and faith in people's own capacities. Of course, there are approaches that are good companions of motivation. Different approaches are used for teachers and they look for the ways to promote students' motivation, applying some of them in their classes' development, and even making some on their own. The term of approach has been defined as "a set of assumptions about language teaching which involves the nature of language, learning and teaching" (Edward Anthony, 1963).

Oral performance, in this specific research, is the result of teaching differently and motivational. The researchers believe this research project will show up the influence that teaching styles have over the oral performance of Advanced English I students of the Foreign Language Department of the University of El Salvador. The following information explains in detail how the different tactics in teaching take effects on the students in regards with the oral performance.

CHAPTER II

LITERATURE REVIEW

SUB CHAPTER I

MOTIVATION

Along the centuries, motivation has been presented in all the situations in which a person feels the desire to achieve something meaningful for him or her. Gardner (1985) has defined motivation as "the inner power or energy that drives a person to perform a certain action to achieve something." For him, this inner force is the one that moves someone to do certain tasks for achieving something specific. Motivation is applied to every single aspect of someone's life. For instance, a person could feel motivated to learn a new language, to get better grades at school, to learn how to dance a certain type of music, to buy a new house, to get a job that brings the individual better incomes, to become a doctor or a teacher, etc. Each one of the previous examples take motivation as the fundamental basis to accomplish them. Motivation will always be where there is a clear vision, a specific knowledge of what wants to be achieved in the long way, and the desire and faith in people's own capacities. As previously mentioned, motivation is required in almost all the everyday's life activities that a person performs. When there is lack of this essential element, failure and mediocre results are the only outcomes produced by any action. Actually, one of the most pressing keys to success is motivation itself.

Motivation has been defined according to the definition found in the Macmillan English Dictionary for Advanced Learners of English (2006), as "the feeling of enthusiasm and interest that makes someone determined to do something." By means of this "sense" of enthusiasm from the individual's side, a person is able to "fight" for what the objective is to be accomplished in the future. It is what will keep him/ her going and going until he/ she has reached his/her goal. Richard and Amato (1988) have claimed that motivation is "the person's inner drive, impulse,

emotion or desire that moves one to a particular action." When a person is highly motivated to get something, such as a reward or someone's approval, that person does what is in his /her hands in order to get it. Through motivation, the reasons why a person thinks or behaves in a certain way are explained. For example, if someone is asked why he/she spends hours and hours reading comedy books during the day, it might be found out that he/she really likes to perform that action since it is something that provides him/her entertainment. On the other hand, if a person says that he/she "gets bored easily" when he/she has to read a book as a homework assignment, it will prove that that person is not motivated to do it because it does not represent something he/she likes or enjoys.

TYPES OF MOTIVATION

Harmer (1991) claimed that the two main types of motivation are intrinsic and extrinsic motivation, which is highly related to the learning of a language. The first academic man who used the term of intrinsic motivation was Harry Harlow in conjunction with his colleges in 1950. They did an experiment in which a monkey had to solve a puzzle and in this way it was going to get a reward. For such investigators, intrinsic motivation refers to the "drive that a person experiments while performing an action." In other words, it is the interest or enjoyment that he/she might feel when developing the task itself. For instance, when a professional dancer practices as much as she can and does not complain for the exhaustion she feels when getting done with it, it is said that she is motivated enough to endure physical tiredness.

According to some scientists, when a student feels intrinsically motivated, he/she is "more likely to involve himself/herself in a given task," which will promote to get the desired goal, to perform well and get personal satisfaction. They will do their best without having someone to push them to do it or to avoid boredom or apathy, since they feel the inner will which keeps them to carry on. A student might feel more motivated when he/she links the obtained results to all the factors that are under his/her own control, such as the time dedicated to study and

practice certain activity that will improve his/her capacities. Another way is when that student trusts his/her own ability to perform well and get the desired goal. Besides that, this same student might be more motivated when he or she looks for mastering a given topic, instead of just getting a good grade or having someone`s approval.

Brown (2007) has also reported another type of motivation, which is the extrinsic one. He has defined it as "the fuel that initiates someone when she/he is expecting a reward from somebody else after performing the desired behavior." In other words, it is the idea that something is waiting for him/her after showing a certain behavior or action. For instance, when a student is promised by his or her parents the latest phone if he/she gets a better result in his/her final examination. In that case, this student will try to do his/her best in order to get better grades, since he/she wants to get what was promised to him/ her. However, extrinsic motivation can also be seen in the opposite case, when there is the expectation of a punishment if the desired behavior is not obtained.

WHY ARE LEARNERS UNMOTIVATED TO PRODUCE THE LANGUAGE?

Gardner (1985) has pointed out that "someone might show motivation, but in reality she/he is just trying to please a teacher or someone important in their lives, such as parents or friends." Based on that statement, it is necessary for teachers to look for different activities that require them to get involved in a real and meaningful way. As previously said, effort by itself is not considered as motivation and sometimes it can get confused with the inner force that helps an individual to achieve the desired goal. For such reason, it is important that facilitators are aware

of the ways in which a student shows the lack of motivation that he or she experiments in the class development. There are some common reasons why a student might reflect a lack of it:

- Lack of success over time and perception of progress. Littlejohn (2001) asserted that there are several sources of motivation, which are based on "both intrinsic satisfaction and extrinsic rewards and success in performing tasks." He also claimed that "perception of failure in the classroom may mean learners build a negative self-image of themselves as learners of English that builds up as they progress through school." When a student does not perceive that he/she is progressing in a certain academic activity, this tends to decrease the inner push that that person feels giving as a result that this student forgets his/her goal for performing that action. Whereas, if that same student notices that the steps taken while doing a certain activity are leading him /her further from where he/she started, certainly that will keep him/her engaged in order to finish what he/she began.

- Boredom: Other reason for dropping out someone's goals is the lack of interest that someone might feel when doing something. This is probably the most common reason why people prefer to quit their dreams. In such situation, teachers must find ways in which they inject students with a positive attitude towards the learning process.

- Lack of perceived relevance of the materials used. It is important that teachers let students know how the material being studied at that moment will be useful and meaningful for them. For example, if a student is learning idiomatic expressions, the teacher must create activities in which idiomatic expressions are used and at the same time he/she should explain his/her students that for sure he/she will need them when having a conversation with a native or a non-native English speaker. He/she also

needs to design exercises taking into account the information that he/she might find on internet. In this way, students will feel more interested and will do their best in order to sound as if they themselves were native English speakers. Materials must be meaningful to engage students in the teaching learning process.

- Lack of appropriate feedback. One important aspect of the teaching-learning process is providing the appropriate feedback. As described by Ur (1996) in the general context of teaching is "the information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance." If a teacher says expressions such as "that's not correct," "you are not going well," etc, the student will get his/her motivation decreases since this informal feedback is lacking the quality it must have. On the other hand, if the same teacher says words such as "pretty good," "you are right," "well done," etc, the student will feel that he/she is progressing, and that the teacher really cares about his/her learning process. Even though, the expressions above are not formal feedback from teachers` side, they seem to be phrases that motivate students to continue doing great and improving their English proficiency. Littlejohn (2011) noted that teachers should "consider evaluative and strategic feedback carefully and try to communicate a sense of optimism so learners develop can-do attitudes."

HOW TO STREGTHEN MOTIVATION IN STUDENTS

In order to make this inner drive stronger, it is of much importance to be clear of the essential role that it plays when learning a new language and trying to communicate. Littlejohn (2001) believed that teachers should use a variety of strategies in order to keep them motivated along the class development, obtaining in this way the desired outcomes from students` side. In the first place, and according to him, teachers "should experiment and vary classroom activities to see which activities individuals do best." In other words, facilitators must be really

careful when choosing different activities in which they fulfil students` class expectations. If a teacher takes the time to do so, the results he or she get will be worthy enough since is what he/she planned to obtain. Littlejohn (2001) also agreed that by "choosing tasks that give learners the chance to make decisions about what to do" will be another option for keeping students actively motivated. It is necessary that teachers allow students to make their own decisions when they are exposed to different classroom situations, like in the case of a role play creation. When students are the ones who make their own decisions, the learning process is even more meaningful. On top of that, Littlejohn (2001) observed that "choosing open-ended tasks with a range of possible responses and providing choice for learners to decide what to do" is such a good way for this purpose.

WHAT STUDENTS CAN DO TO MOTIVATE THEMSELVES

As well as teachers can take some actions for keeping high levels of motivation in their students, they also are responsible of fostering their own inner motivation. Here it is presented some worthy advice that could be taken into account in order to accomplish this purpose and get better results:

- To set a goal: As an anonym saying prays "a non- written goal is only a dream," students should stick in their minds that setting a goal at the beginning of every single activity they want to accomplish will get them further. The same importance has the fact that they take minor steps, or set minor goals for working on the main purpose of their effort. In other words, students need to take small actions, so little by little they will get what they want. For example, if a student wants to learn as many phrasal verbs as possible, what he or she needs is to have the opportunity to practice in different activities in which phrasal verbs are used. In other words, the conditions for him/her to learn phrasal verbs must be

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created for having a meaningful usage of the target language, in a context in which he/she finds it useful.

- To understand that finishing what it is started must reach an end. It is really important that the learner keeps it in his/her mind in order to do what it is necessary to get it. For instance, in the case of a student who wants to become an English teacher, he/she knows that in order to accomplish that dream or objective he/she must take small steps before achieving it. For instance, first he/she must register in the university that is more convenient for him/her. Then, he/she must dedicate his/her entire effort in learning the target language and practicing as much as he/she can, until he/she masters the language at hand. Finally, he/she is aware that a teaching practicum must be done, before he/she undertakes a graduation process, which is the last step in accomplishing his/her dream, to become an English teacher. In the case of that same student, he/she must be aware that the major he/she has chosen will demand him/her a lot of effort and dedication, and that in the long way, eventually he/she will get what he/she wanted at the beginning, but before that, a lot of small steps must be taken.

SUB CHAPTER II

DIFFERENT TEACHING STYLES

"I never teach my pupils, I only attempt to provide the conditions in which they can learn." Albert Einstein (1931). Nowadays, it is really common that people talk about what a good teacher and a bad teacher is. However, in order to express an opinion about it, first we have to examine what teaching is and the bound it has with educators(s). According to the Merriam Webster Dictionary, teaching is "to cause or help (someone) to learn about a subject by giving lessons." With this definition, it can be noticed that a teacher is just a facilitator that helps students to learn content. However, when a teacher guides students to learn another language, in this case English, it is really important how a teacher(s) facilitates the learning of this language and the tools used to guide students to the correct direction. Nevertheless, every single teacher has a unique form of teaching, also referred as teaching styles. Butler (1984) described this term as "a collection of distinctive behaviors which place mediation demands upon the mind qualities of both the learner and the teacher."

Harmer (1987) pointed out that teaching style "involves an increasing encouragement of and reliance on the group's own resources and the active facilitation of autonomous learning that is in accordance with the maturity level of the group." However, to talk about teaching styles, it is necessary to take into account different factors that affect them, like curriculum, knowledge, personal, professional, institutional and career-stage factor. On one hand, curriculum has an important role within the ways teachers impart a class because it is the way in which they organize, plan, deliver and evaluate students. In fact, at this stage of the teaching process, it is where facilitators start thinking about how to develop the classes` content and help students through the learning process

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as well as to get their objectives. When teachers think about the curriculum, they have to analyze all the contents in order to get their goals within the class, so they begin considering the way in which they will carry out the classes.

Besides that, teachers have to think what to teach and what to evaluate, for students cannot be evaluated about contents without a previous study. Furthermore, what it is really significant is the knowledge teachers have about the contents to be taught, because a teacher may prepare a good lesson planning, but if the knowledge that he/she has about those contents is not enough to guide them into the appropriate way; learning will not have an impact on students` learning process. Knowledge is basically one of the most important tools a teacher has as most of them are in constant training attending workshops and different academic events inside and outside the country. When teachers are exposed to diverse academic experiences, it seems there is a change of mind about their role which guides them to teach in a more meaningful way.

For instance, almost all language teachers' desire is that students can speak and manage a second or foreign language, accurately and fluently, and what the majority of students want is to have the knowledge so they can speak the target language they are learning. So, both, teachers and students, have to work hard to help each other along that process. Nonetheless, to gain knowledge, students have to become critical thinkers so that they can reflect about different issues related to second or foreign language. In addition, personal factors are really significant in the teaching area, even though it should not interfere with life, but it does somehow. A teacher with no stress in life will definitely focus more on what a class is and the goals and objectives set to help students become good learners of a second/ foreign language. A study undertaken by AHA (American Heart Association) (2003) reflected that levels of stress affect the way someone behaves, and teachers are not the exception.

Barker et at. (1997) wrote that a professional teacher is "a teacher who is engaged with a career that encourages, fosters, and rewards constant and professional growth that reflects directly and positively back on classroom practice." In other words, a professional teacher is the one that has a commitment with students` learning process. Teachers look for different ways to help students learn and at the same time turn on their thinking abilities to analyze strategies to improve their teaching. Another factor that is strongly connected with teaching styles is the institution, where teachers and students are. Sergiovanni et al. (2002) pointed out that the school climate or institution is the enduring characteristics that describe the psychological character of a particular school, distinguish it from other schools, and influence the behavior of teachers and students. Also, it is defined as "the psychological 'feel' that teachers and students have for that school." It means that the place where teachers and students are affects the way they develop in class. Even though teachers should not be affected by this type of factors, the climate is important because it modifies and affects teachers' styles. For example, when a teacher feels comfortable enough for working in a certain place, he/she does not experiment any type of pressure that could affect his/her teaching. On the contrary, that individual will develop his/her job in a better way since the climate or environment helps him/her do so. The career-stage factor is another important aspect to take into consideration when talking about teaching styles. By career-stage it is understood as the periods in teaching that distinguishes the way facilitators learn how to teach and what to teach. At this level, what it is of great relevance is the experience that they might have in previous years. For instance, if they remember how their first years of teaching were, they will discover that it was different from today`s experiences.

Another important contribution that is highly linked with teaching styles is the one proposed by Garger and Guild (1984) in which they described an essential aspect to consider in this academic issue: the different students` learning styles. It is well known that not all teachers develop their classes in the same way, so it is exactly the same for learners; all of them have their own way of acquiring knowledge. Garger and Guild (1984) defined this term as "stable and pervasive characteristics of an individual, expressed through the interaction of one's behavior and

personality as one approaches a learning task." Witkin (1973) reported that "learning style is an important factor in several areas including students' academic achievement," the way in which students learn, how teachers teach, and student-teacher interaction as well. Cano (1991) claimed that "not all students learn the same way." Based on this statement, it is essential that teachers recognize the learning style differences of their students and develop their classes in a manner in which all learning styles are considered. Another contribution about this academic matter is proposed by Butler (1984) who believed that "all teachers have a personal learning style which limits their vision of other possibilities in the classroom and their understanding of different types of students, and also restricts their choice and interpretation of teaching techniques." As previously mentioned, teaching styles are affected in great manner by several factors such as personality, methodology, classroom environment and students' age. All those characteristics are poured into what forms the style each teacher will use to develop his/her class.

Grasha (1996) first mentioned that exist five different teaching styles that represent "faculty orientations or beliefs," that when combined among them become four major teaching styles, which are: formal authority, expert, facilitator, delegator, and personal model.

FORMAL AUTHORITY

According to the Longman Dictionary, authoritarian teaching is "the action of forcing people to obey strict rules or laws and not allowing any freedom." Also, another definition of an authoritative teacher`s role is as "the act of behaving or speaking in a confident, determined way that makes people respect and obey you." In other words, and based on both definitions, a good teacher should have authority inside the classroom, but should not be authoritarian since it is not the way in which he/she will get students` attention. In this type of teaching, the facilitator focus his/her attention on doing everything in the right and standardized way, according to the school`s policies. Grasha (1996) believed that when a facilitator adopts this role inside the classroom he/she might fall in the risk of

"leading to rigid, standardized, somewhat inflexible teaching." For instance, when a teacher is too strict and does not allow students` to take the time for joking around from time to time, the environment could be perceived as too heavy, and he/she might not get the results he/she expects from students. On the other hand, when a teacher allows students their own space for expressing the way they are indeed, the atmosphere becomes more appropriate for the teaching-learning process.

EXPERT

The other type of teaching style is the expert and Grasha (1996) described him/her as the one "who possesses knowledge and expertise that the students need." When a teacher prefers this specific teaching style, his/her major concern is to provide the accurate information to his/her students and that they master all the knowledge he/she has in a specific academic field. The advantage that this type of teachers has is that they gain students` respect and admiration by displaying what they know and master about the subject they teach. On the other hand, it is a disadvantage at the same time since for some students having an expert teacher might be something intimidating somehow. For example, when a student is aware that his/her teacher masters a specific academic field, or in the case of English, he/she might feel afraid of asking questions due to that fact.

FACILITATOR

The third type of teaching styles is the facilitator, which is described as the teacher "who tends to focus on activities." Based on that definition, it is easy to realize that students who have a teacher like that inside their classroom are expected to take the responsibility they have in the learning process. In other words, since the teacher is just someone who "provides" or "facilitates" something to happen inside the classroom, in this case,

activities or tasks, students are more aware of their own role in the knowledge acquisition. Facilitators teachers expect their students to take the initiative in the different activities which are developed in the classroom environment, and this type of teaching style is best for students who like to work independently and by getting involved themselves freely in the tasks. The advantage of this teaching style is that students can expect a variety of activities, since their teacher`s goal is to create the conditions for them to think by themselves. Besides that, having a facilitator teacher can be fun somehow. On the other hand, being a facilitator teacher can be time consuming since it requires a lot of demonstrations from teachers` side and planning. For example, in the case of a basic level the teacher is more focused on making students understand with the fewer amounts of words what he/she wants to convey, as in the case of teaching action verbs. Another example could be when the teacher wants students to mimicry adjectives and to have their classmates to guess the meaning of them.

DELEGATOR

Macmillan English Dictionary for Advanced Learners of English (2006) defines the action of "delegate" as "to give part of your work, duties or responsibilities to someone who is more junior." Based on that definition, it is easy to understand the role that a delegator teacher has inside the classroom. In other words, a delegator teacher is the one who gives his/her students a lot of responsibilities in order to inculcate independence and more opportunities to develop students` thinking processes. For instance, when the teacher assigns an oral presentation that has to be developed in small groups and chooses a coordinator inside each one of those groups, what he/she is doing indeed is making them more responsible for their own learning process. A delegator teacher provides students with the space of developing and exploring their own abilities for the second language acquisition. Besides giving students their own space for academic development, a facilitator teacher will act more like an advisor, instead of just as a knowledge source.

PERSONAL MODEL

A teacher, who has a personal model style, is the one who is more concerned in demonstrating his/her students how activities should be done. It is also in charge of guiding and encouraging students to observe how to develop the abilities inside the classroom. On the one hand, a teacher who adopts this specific teaching style has a big responsibility since he/she is the only one who will show his/her students the parameters on how to think or behave in a given situation. This is an advantage since students will try to do their best to imitate their model and in this way to attempt to fulfill the expectations that their teachers want to get from them. On the other hand, this could represent a disadvantage as well due to the lack of teachers` expectations fulfillment from their own side. In other words, students could get frustrated when not been able to accomplish what they were supposed to or not behaving in the way teachers expect them.

According to Anthony Grasha (1994), "almost any instructor falls into one single category" of the previous mentioned. That means that the majority of teachers use a variety of teaching styles in order to develop their classes, which makes the teaching-learning process more meaningful since a wide variety of techniques are applied. However, and for that reason, Grasha (1994) has labeled the four teaching styles in four major clusters, which are divided in the following way: The first one is composed by the expert and formal authority styles. In this group, it can be perceived that it is showed to be integrated two important aspects in the teaching process, which are to have the appropriate knowledge and to be able to reflect authority inside the classroom. The second cluster is composed by the personal model, the expert and the formal authority styles. In this group, it is integrated the knowledge, the necessary authority that is required inside any classroom and the space that the teacher provides for letting students know the way in which tasks and activities should be developed. The third group is the one integrated by the facilitator, the personal model and the expert. Finally, the last group is made out of the delegator, facilitator and expert styles. As previously mentioned, any teacher uses a single group, but they could integrate all

of them. Grasha (1994) pointed out that the first two categories are more teacher-centered approaches, while Dexter (et. al 1999) believed that cluster 3 and 4 are more student-centered approaches.

Even though the different teaching styles have already been classified into five major categories (Grasha 1994), there are some other types that are important to mention, due to the fact that they exist and still there are some teachers who use them. One of them is the permissive teacher. Based on the definition found on the Macmillan English Dictionary for Advanced Learners of English (2006), it is described as "allowing someone a large amount of freedom to behave as they choose." In other words, a permissive teacher is the one who lets his/her students do whatever they want inside the classroom. Another characteristic that this type of teacher has is the fact that he/she is unable to have discipline, since he/she just attempts to be students` friends. Students might claim that they like this type of teacher, but they are also aware that in the case of difficulties, they can not count on having his/her support, since he/she does not care about students` problems at all. Permissive teachers create an environment in which rules and demands are not part of the classroom, but doing as students want to.

The other teacher style that some facilitators adopt is the detached one. In other words, it is the teacher who does not care at all about his/her students. Macmillan English Dictionary for Advanced Learners of English (2006) described a detached teacher as "a person who does not feel involved with someone or something in a close or emotional way." Even though the description of a detached teacher could be appreciated as the same as a permissive one, it has some specific characteristics that make it differ. For instance, a detached teacher is the one who does not have any type of interest in students` life, such as academic development, emotional problems, etc. A typical detached teacher is the one who just arrives to the school, sits behind his/her desk and concentrates in

his/her work, but never in what students are doing. He/she teaches his/her class, but without expressing any real interest in students` leaning process. Students who have this kind of teacher do not feel the enough confidence of approaching him/her since they are aware of teachers` careless attitude towards everything that has to do with students. They do not find neither any moral, nor emotional support, giving as a result that they get frustrated and become less involved in the teaching-learning process.

Baumrind (1999) reported that the style that a teacher shows has to do with two main factors: The first one is about the control that teachers have on students. For instance, if a teacher set specific rules about classroom` behaviours since the very beginning of a given course, he/she could be able to have a good environment inside the classroom, one that allows the appropriate teaching-learning process and at the same time for getting the main purposes of the course. On the other hand, if the teacher does not take the time for setting those rules, he/she could take the risk of having a total mess in the classroom, and when time comes to try to solve the problem it would be too late, since students already have gotten accustomed to that specific environment. The second aspect is the level of involvement that teachers have with their students. This has to do with the closeness that a teacher has with his/her own students. Besides that, also with the feeling of friendship that he/she perceives to exist among him/her and students. Sometimes teachers might fall into the mistake of becoming too close with students since they believe that in this way they will pay more attention. However, when they realize that was just the other way around, it could be too difficult for changing it. When trying to take control again over students, teachers are afraid of losing the good relationship and communication they had with them. That is why, a balance is really important.

SUB CHAPTER III

ORAL PERFORMANCE

During the last years, learning English has become in a prerequisite demanded in some companies as nowadays, these are hiring people who master or at least have knowledge of a second language and even more if this foreign language is English. It is of much importance to recognize that students who are majoring in this academic field or the ones who are learning it have to face a great deal of challenges along the language learning process, which may influence in the results they get. For example, the anxiety they might feel when undertaking different oral activities or the lack of self-esteem they might experience whenever they have to produce the language in front of their classmates or teachers. On top of that, students tend to compare their mother tongue with the one they are learning. It is important to mention that the outcomes they might get are highly affected by the combination of different affective aspects as well as academic ones. For that reason is of such relevance for teachers to implement the most appropriate communicative activities in order to develop students` oral performance, since the results they get depends on the way activities are carried out. Jo McDonough and Christopher Shaw (1993) pointed out, that "speaking is linguistic knowledge that creates an oral message or communication and self-expression." When someone says "I can speak English," actually what he/she is trying to convey is that he/she is able to keep a conversation in a smooth way with a native or a non-native English speaker." Speaking a given language deals with more than just being able to know the appropriate vocabulary, but with intonation, grammar, pronunciation, and other elements in order to convey the desired message successfully and accurately.

The oral performance is subject to comparison with other type of academic performance. For example, oral means not in a written way, but in a spoken one, and the term performance is how well a person develops a given action. In other words, oral performance can be understood as how well someone does in a certain oral activity. Harmer (1995) declared that speaking is considered as one of the productive macro skills because it involves the

ability to transmit orally what has been said. For instance, for most people, the capability of speaking a foreign language is equivalent to know the language since for them speaking is the way in which human communication occurs. As previously mentioned, acquiring the oral skill is one of the most challenging of all existing macro skills since it demands a lot of effort from students` side, as well as from  teachers`. Producing the language in a spoken way can represent a huge effort from students' side since they are required to know some characteristics of fluent speech, like using reduced forms, slangs expressions, fixed phrases, collocations, etc. For such reason, it is of much importance that the teacher takes into account all the aspects this skill is made of when designing the communicative activities that will be included in the every day planning for students to get the appropriate proficiency of English according to their level.

HOW SPEAKING IS LINKED TO STUDENTS` MOTIVATION

Speaking is the linguistic knowledge that creates an oral message for communication and self-expression (McDonough, 1993). This means that someone not only has the necessary knowledge for keeping up a conversation with a native or non- native English speaker, but also he/she is able to identity this skill as the complexity that it has. In 1987, a Bygate's study showed that there are two types of speaking skills: The first one is the one which has to do with "lower level motor skills" which are related to pronunciation and the speech production; while the second one has to do with the decisions and strategies that someone uses for communicating ideas and the information which are related to word choice. Arnold (2003) pointed out that there is a "test-speak" stage, which refers to when the teacher uses display of questions to concentrate on grammar and correct errors, but without giving students the opportunity to speak for themselves. While on the other hand, we have "talk-to speaking" type, which is when the teacher talks all the time in order to explain grammar and vocabulary but don't allow students` participation. As it can be perceived, almost all the activities are focused on correcting and explaining grammatical issues, but without having students to practice in a real context. Arnold (2003) noted that "teachers should use talking activities which enrich students` knowledge for future real situations." On top of that suggestion, she also

emphasized that these types of talking activities give students the opportunity to develop their fluency and spoken accuracy. Even though she pointed out the importance of carrying out more interactive activities, she also said that the final results in students` side depend on their willingness to get involved in the development of the class.

What is motivation? "Motivation is the force that energizes and directs a behavior towards a goal" (Baron, 1992 and Schunk,1990). In other words, it is the inner force within an individual for carrying out a certain action and it is presented in all everyday activities. If motivation, as mentioned previously, is in all the activities that someone carries out in his/her life, how it can be perceived in the learning language process of English. Basically, in the same way that it is seen in the other activities; in the interest that someone shows toward achieving something, for getting an external reward or internal satisfaction. For instance, in the case of a student who wants to learn another language and become proficient at it, he/she will try to do his/her best effort in order to achieve what he/she really wants. That individual will become more aware of the steps he/she might take for accomplishing what at the beginning was only a wish.

Richards and Schmidt (2002) claimed that motivation is the driving force in any situation that leads to action. Motivation is needed in every single action, and when talking about learning a specific language is even more necessary since is what keeps the individual going in the learning process until the desired goal is achieved. It is the power that gives them the drive and makes them be aware that they are the first responsible of their learning English process. However, in some cases, students want to learn the new language just for getting better grades than others or for having their parents` approval. If that is the situation, it is teacher's job to inform them the great deal of advantages they will gain by learning and speaking the language accurately and fluently. On the other hand, some others might want to have different purposes of learning the language. For example, they might want to have the ability to communicate with English native speakers and non native ones.

Harmer (1991) wrote that there are two types of motivation: Intrinsic and extrinsic. The first one has to do with the inner interest and drive that a person feels within him/her for doing something. For example, when a student is learning English and he/she takes his/her classes regularly, does his/her homework and tries to do well at school, by getting himself/herself involved in all the activities carried out in the classroom. He/she feels satisfied with what he/she does since he/she enjoys it, in this example intrinsic motivation can be perceived. The other type of motivation is the one which has to do with developing an action for the stimulus of external factors. As in the example of a student who has been promised the latest phone as reward for getting better grades. In this case, this person is motivated for an external stimulus that does not have to do with the learning process in which he/she is participating. It is important to point out that even though in each example, students show a different type of motivation, what happens in the classroom is of much relevance since it is what will make them achieve what they want. Harmer (1991) asserted that age and the English levels of students have a lot to do with the motivation showed by language`s learners. For example, if a child is a beginner in the learning of English while being forced by his/her parents, he/she definitively won't do his/her best in order to succeed, due to the lack of personal interest. If, on the other hand, the one who is learning is an adult, who is paying for his/her own studies, he/she will do his best to achieve his/her goals and do well in everything he/she wants to accomplish.

"Motivation is probably the most frequently used catch all term for explaining the success of failure of virtually any complex task" (Brown 1980). In other words, if someone has the appropriate level of motivation, he/she will be highly successful and get what he/she wants to achieve, while someone who does not have it will definitely fail. In the case of a student who shows a positive interest toward any action and he/she does it well, it is more likely to accomplish his/her objective. Mc Donald (1990) claimed that motivation is "one of the psychological factors that give effect to the language learning." In the learning language process, succeeding or failing is always related to the learner's motivation. In particular, motivation seems very important in the development of speaking skills. But if many researchers, among them Mc Donald (1990), Brown (2002) and Donn Byme (1979) have agreed that learning

a language has a lot to do with motivation, why are some students successful at language learning while others are not? For any teacher facing this problem would be of much help knowing the answer for this and applying the best strategies for solving this classroom matter. However, sometimes it is kind of hard for teachers to indentify where this problem comes from. Even though it is difficult for them to deal with these types of classrooms issues, it is his/her job to create an environment in which all students can feel highly motivated

In an investigation carried out by Howarth (2006), he discussed some of the problems that teachers have to face when trying to increase oral interaction among learners. According to him, the first issue inside the classroom is "learner resistance." For instance, when a student, whose mother tongue is Spanish and he/she is enrolled in a monolingual classroom environment, he/she might feel reluctance to participate in pair work or group work since he/she might feel that the activities are not as natural as in the real life setting. Besides that, he/she might consider ridiculous to try to talk in another language, which is not his/her own, when the other partner`s mother tongue is the same as his/hers. In other words, they could have the feeling that they are being involved in a scene in which they have to pretend to be somebody else. Another common difficulty that was identified by Howarth (2006) and which is presented in the classroom setting is self-consciousness, "when learners feel nervous and embarrassed when asked to speak English." It is not a secret that all individuals face some internal battles in different situations and when talking about learning and speaking a foreign language is not the exception to that rule. It is so common in the language learning process that students show some levels of anxiety and nervousness when they have to produce the language in a spoken way, and especially when they do not feel confident enough to do it in front of their teachers and peers. The last issue that Howarth (2006) considered affects students` oral performance inside the classroom is "the hard task to monitor large classes, who are working in pair or group work." When a teacher has this problem in his/her classroom, he/she might also have the risk of students` misbehaviors, noise and in the worse of all cases, use of students` mother tongue, which will lead to a total mess.

HOW TO PROMOTE STUDENTS` ORAL PERFORMANCE INSIDE THE CLASSROOM

As it has been mentioned by many researchers, among them Mc Donald (1990), Brown (2002) and Donn Byme (1979) **"**motivation plays an essential role in the learning process acquisition," for that reason is the teachers` job to create an environment in which there is a variety of communicative activities that enhance students` interest for getting involved in them. Varied tasks are recommended for having a successful and high proficient speaking class, as well as the use of visual material to promote students` motivation to speak. However, when planning these activities, the teacher must take into consideration the different students` learning styles, and students` most appropriate and meaningful communicative activities. For example, when working with adults the teacher has to keep in mind that they tend to spend more time in the same activity, while children get bored easily if they are in the same activity for so long. The teacher has to prepare such activities according to students' proficiency and considering as well their age. Also, it is important to mention that the material that will be used along the speaking activities must be as authentic as possible since this fact will help them to interact and do well in future real situations. For example, when learning the required expressions for making a hotel or plane reservation, the student will be able to deal successfully with those situations since he/she is already familiar with them. When planning, the teacher should think of the usage of the content to be taught, and the significance that it will have on students` learning process.

USEFUL COMMUNICATIVE ACTIVITIES

The teacher must include as many communicative activities as possible, so in this way students have the feeling of "involving themselves in something real," which will help them in the near future. There are a large variety of speaking activities that teachers can apply for this purpose. One example of these variety of communicative activities are role plays, in which students are required to adopt someone's role or personality in a given situation by

using the target language. Through role plays students acquire the necessary speaking skills to be able to do well in future real situations. A role play is an activity in which someone has to pretend to be somebody else, especially in order to learn new skills. Pierre Larousse (1987) pointed out some of the reasons why using role plays is a good option when developing communicative activities. One of those reasons is because students get involved in a situation that could happen to them in the future, role playing such as ordering food in a restaurant, or making a hotel reservation, etc. This will help them to know how to behave in such given situation. Another reason is "the construction of social skills" (Larousse 1987). They are important in all human social relationships in order to communicate and interact. Also, students who are shy and are afraid of getting immersed in communicative activities feel less anxious since their personality is left aside, while adopting somebody`s else. Larousse (1987) claimed that, role plays are "essential communicative techniques which develop fluency, promote interaction in the classroom and increase motivation."

Simulation is another speaking activity which can be implemented for developing and encouraging oral performance inside the classroom. According to definition found on the Macmillan English Dictionary for Advanced Learners of American English (2006) a simulation is an activity that produces the features of a situation in a way that seems real, but it is not. Simulations are similar to role plays, but differ a little bit. In role plays, students need to adopt somebody's personality while using real language, while in simulations they have to pretend that what they are doing is developed in a real situation. They have to create the environment in such a way that people feel they are seeing an everyday situation. For this activity, they need to arrange the classroom and create the appropriate environment for the action to take place.

Other well-known speaking activity is class discussions. David Bridges (1988) claimed that discussion is different from conversation and other form of group talk by "its concern with the development of knowledge, understanding, or judgment among those taking part." He believes that discussion is more serious tan conversation

in that it requires the participants to be both mutually responsive to the different views expressed. In this communicative activity students are provided a topic, it could be by means of a reading or listening activity previously presented to them. After the reading or listening activity has been developed, students are asked some questions related to the topic being taught and are required to come up with some real solutions or with a response. In 2001, Celce-Murcia's investigation points out that "students need to be reminded that each person within a group should have a specific responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members." That means that even the shiest students will take an active participation in the discussion at hand. By means of these types of activities, students have the opportunity to practice their use of the target language, while discussing about a topic in which authentic material is required.

Thornbury (2005) observed that information gap activities is another way for developing oral performance in students since they are required to use the target language they have learned along the English learning process. Thornbury (2005) agreed that in these kinds of tasks "there is a knowledge gap among learners and it can be bridged by using the language. "An information gap activity is the task in which learners are missing the information they need to complete it and need to talk to each other to find it" (Thornbury, 2005).

Besides that, in order to complete the exercise presented to them, they have to interact among them, which represents at the same time the use of the target language as well. Littlewood (1994) asserted that these activities are "functional communication activities." That means, that students not only try to look for the missing information, which will be the final objective of this, but also they communicate and socialize for fulfilling the task. Examples of information gap activities are: finding the difference between two similar pictures, for example when studying prepositions of place, exchanging personal information, as in the case of the first day of school or another situation in which it is necessary this activity.

HOW TO ORGANIZE THE CLASSROOM DURING COMMUNICATIVE ACTIVITIES

Teachers, who look for implementing more communicative activities in their classes, can arrange students` in two main ways, depending on the purpose of the activities: pair work and group work. On one hand, pair work will give students the opportunity to feel more confident and comfortable since the task will be carried out just between the two of them. By arranging the development of the task in this way, students will feel more motivated to use the target language without showing anxiety or experiencing a fear of failure. Pair work is a perfect choice when undertaking activities such as role plays, guessing games, or information gaps, etc. On the other way for having students carry out a given task is in group work, that means in small groups within the same class. Class discussion and debates are examples of communicative activities that require such type of arrangement, since students have to talk about a given topic among them. If the teacher's purpose is to create a major discussion, after having heard all the different opinions generated in each small groups, he/she can do so. Also, in this way the class can become more interesting and at the same time the learning process will be more meaningful since it will be with everybody's contribution.

Working in pairs as well as in small group work help students to practice the language in a more confident way, without showing anxiety, nervousness or any other negative attitude towards the activity being carried out. This way of working provides them the opportunity to take advantage of not having to speak in front of a lot of people, which it is the case in a class as a whole. They might feel more reluctant to talk in a large class, knowing that their classmates will monitor what they have said and the teacher will correct them, than in small groups. Besides that, by working in pairs, students can work at their own pace, without worrying about somebody's else` s eyes staring at them waiting for their responses. Another advantage is that the teacher is not considered as the only source of knowledge and information since in the small groups they share what they know and learn what they did not know at the beginning of the activity.

Even though pair and group work is such a good way for developing communicative activities, there are some small but significant disadvantages. Doff (1989) pointed out that the noise generated during these speaking activities could be a distraction for some students who may lose the final objective of working in pairs or group work, while some other may seem not to notice it since they are too engaged in the activity. For example, it could happen that while working in group work, some of the students just pretend they are developing the activity that was assigned to them, but indeed they are talking about a different issue. Another factor that Doff (1989) stated is the difficulty to control the whole class during a communicative activity. It is impossible to stop a communicative activity in order to keep the order and work silently since the rest definitively will lose concentration. For that reason, it is really important that clear instructions are given at the beginning of the activity to avoid further misunderstandings as well as a guideline to develop. Likewise, it is crucial that the teacher monitors this activity and assigns a specific time to develop it and present it to the class as making all the group members participate.

It is of great importance for teachers to keep in mind all the factors affecting the oral production of their students because according to them, the teacher will find the right way for achieving the final and pressing outcome of the English learning process, which is communication. Besides that, teachers have to create the appropriate environment for students to get involved without been forced and behaving as they are expected to do in any speaking activity.

CHAPTER III

METHODOLOGY

This chapter is focused on the methodology that was employed to carry out the present study. As previously mentioned, investigators decided to use the same kind of instrument for gathering not only students` but also teachers` information in regards of this research. In the first moment, investigators had thought of administering an interview for teachers` participation. Unfortunately, due to the lack of availability and time from teachers` side, investigators preferred to use a questionnaire that contained 12 questions related to the main research question that guided the study. The instruments were designed by the researchers, after taking into consideration the different audiences that they were going to be addressed to: students and teachers. Once such information was obtained, researchers analyzed the data by means of a correlational research method, which was the most appropriate for the type of research undertaken, since they were looking for the relationship between teacher`s styles and students` oral performance. Researchers considered that by means of a deep description of the results and analysis of them, they were going to be able to explain in a better way all the findings and the essential data they had gotten along the investigation.

SUBSIDIARY RESEARCH QUESTIONS

The data collection was carried out by means of a questionnaire, which was designed by researchers. It was created in order to collect the data and taking into account the three subsidiary questions issues, which were: How does teachers' class performance influence students' motivation? Another question for complementing the first one was: Why is the teacher's methodology essential in the development of students` speaking skills? The third one was divided in two questions, the first one was: To what extend does the teacher`s role take important effects on the development of students` oral performance? And the complementing part of the last question was: In what

ways can students' oral performance be measured in the class? Researchers came up with these three subsidiary questions in order to have more information and give answer to the main research questions postulated at the beginning of the investigation. When creating the three subsidiary questions, they took into account the three major topics that this research deals with, which are teaching styles, motivation and oral performance.

METHODOLOGICAL APPROACH

The approach that investigators used in order to conduct this study was a correlational one since they wanted to find the connection that it seemed to exist between teacher`s styles and students` oral performance. Investigators decided to use it because it was the best option that they had for collecting the necessary data for complementing such study. In English as a Second Language research, ethnography has widely been utilized as a means of collecting and analyzing data from classroom events (Van Lier, 1988). Surveys and observations are within this research method approach which means that those are effective instruments to collect data in EFL researches. Even though questionnaires are not included in the ethnographic study, researchers agreed that this investigation could be considered as part of the ethnographic research since they had direct interaction with all the participants who were involved in this process.

DESIGN OF THE RESEARCH

This investigation was conducted in the following manner. First of all, the level of English of students was decided to be the Advanced I, semester II- 2013. After that, researchers considered the amount of students per group that were going to be taken into account for participating in this research. In order to have a significant sample of each advanced group, investigators took 15 out of 30, which was the total number of students that were taking this course in each group. Once this issue was solved, the time for the data collection process arrived. It took an entire week for researchers to have the 135 questionnaires filled out, since they conducted the data collection stage two weeks before the semester finished. For the reason as well, it was hard for them to have all teachers`

collaboration and participation. After having the information provided by all the participations from the two sides, teachers and students, it was time for analyzing the obtained data, as well as working in the interpretation of the information each one of them provided.

Students' questionnaire was divided in two parts: The first one, which had 9 questions, was related to students` own perception of the class since they are the main participants of the class. In other words, it was like an evaluation of their performance inside the classroom. The second part, which had 12 questions, was linked to the perception they had in regards of their teachers' performance during the class development. In regards of teachers' questionnaire there were 12 questions as well. In both cases, there were open ended questions as well as close ended. Investigators decided to include both of them in order to give the opportunity of expressing their real points of view regarding the study at hand.

PARTICIPANTS

The participants who provided their collaboration along this study were 135 students from the Advanced English course I term II 2013 from the Foreign Language Department of the University of El Salvador, as well as 5 out of the 9 teachers in charge of the advanced groups being taught in this term. Researchers focused their attention on this level since students seemed to be in the middle of the acquisition and completion of the foreign language they were learning, due to the fact that this is the third course out of five. Another reason why investigators decided to work with this level was because; according to the American Council for the Teaching of Foreign Languages (ACTFL Guidelines) students in this level, Intermediate High, were able to understand and apply all the knowledge acquired in the previous courses. Also, the investigators decided to include the information regarding teachers who were responsible of those groups because it was a way of complementing as well as comparing with what students had said in the collection data stage of this study.

CHAPTER IV

DATA ANALYSIS

The following chapter showed the results obtained from the data collection process. In order to answer the 3 subsidiary questions and the main research question, which investigators postulated at the beginning of it, they made use of a questionnaire not only for students but also for teachers. The way in which the data have been analysed is the following: Firstly of all, each one of the questions presented in the 2 different questionnaires have been analysed and interpreted individually, which mean separately from the three subsidiary questions and the main research questions. Investigators decided to do it like this since they considered necessary to interpret all the information gathered with this instrument. Immediately after that analysis and interpretation, researchers analysed the data that gave answers to the three subsidiary questions as well as the main research question presented for them at the beginning of the investigation. The order in which each question is answered is the same as the order they appeared at the introduction chapter in this study.
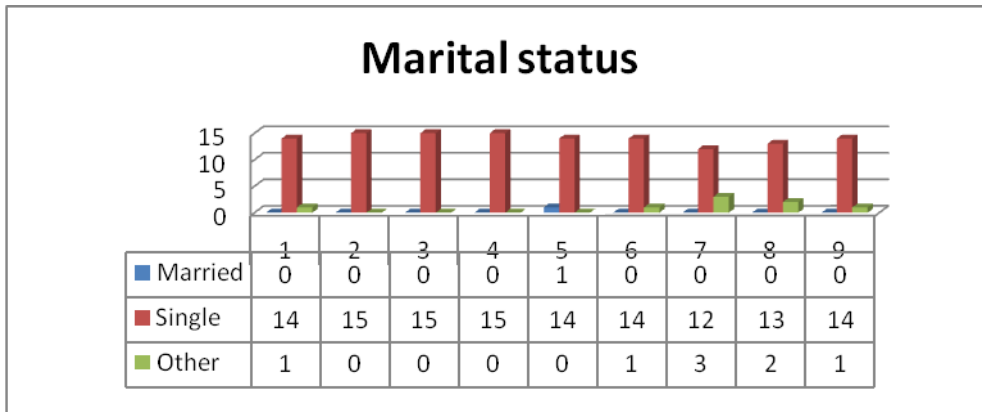
STUDENTS` RESULTS

GENERAL INFORMATION

1- Students` genders, marital status and ages

	Gender		Marital status			Ages			
Groups	Male	Female	Married	Single	Other	16-19	20-23	24-27	More than 28
1	9	6	0	14	1	6	6	3	0
2	8	7	0	15	0	7	7	1	0
3	7	8	0	15	0	8	7	0	0
4	4	11	0	15	0	7	8	0	0
5	8	7	1	14	0	4	9	2	0
6	6	9	0	14	1	6	9	0	0
7	7	8	0	12	3	8	4	3	0
8	10	5	0	13	2	3	10	2	0
9	7	8	0	14	1	3	10	2	0
Total	66	69	1	126	8	52	70	13	0

Gender

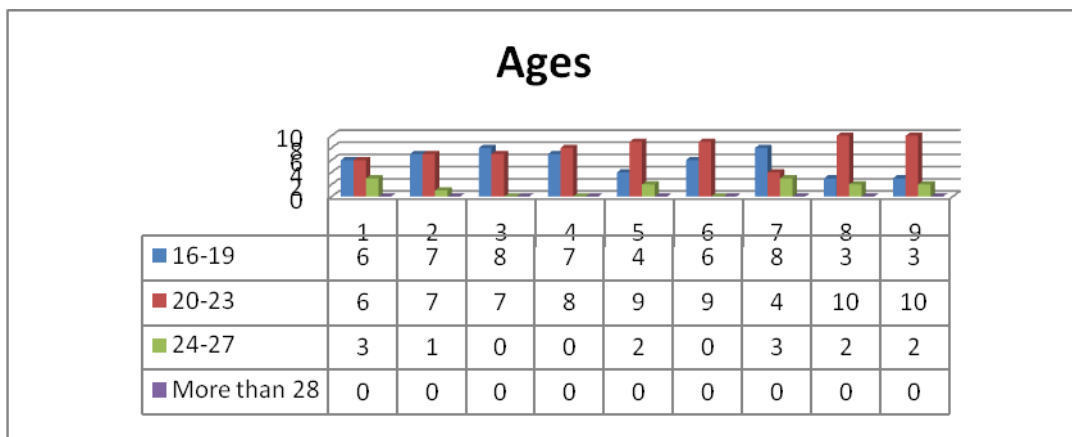|	1	2	3	4	5	6	7	8	9
Male	9	8	7	4	8	6	7	10	7
Female	6	7	8	11	7	9	8	5	8
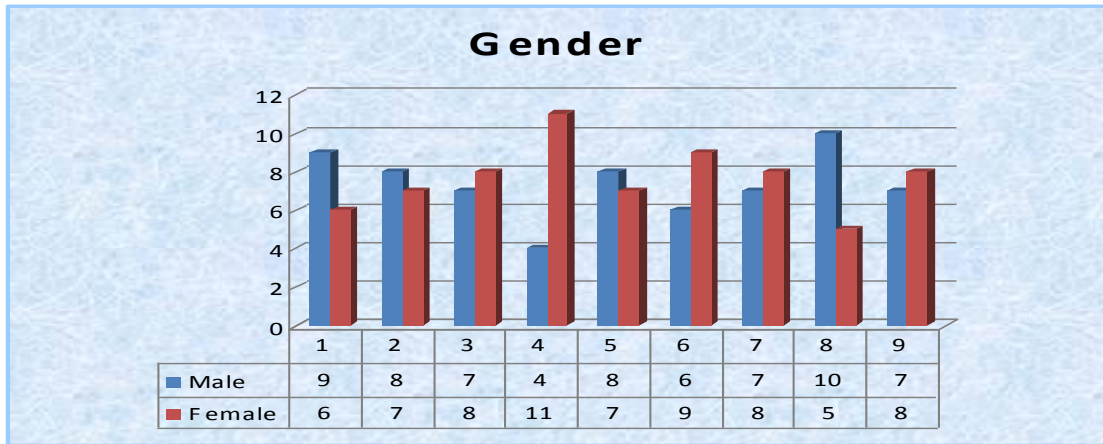
Analysis and interpretation of the obtained results: According to table 1 and the graphic presented in the investigation, the information that students were supposed to provide was about their gender. Regarding this aspect of the research, it is easy to identify that in each advanced group, there was a coincidence due to the fact that in some groups there were more female students than in some others, or vice versa. This could have happened since students preferred a specific group because the schedule was beneficial for them, or because they wanted to take this course with a certain teacher, etc. For instance, in the first group, there were nine male students and 6 female. This situation was the opposite in group 6 because 6 of the 15 students were male and the rest female. In the second group, as well as in the fifth one, there was a balance since the numbers of the two genders were almost the same. They had the same number of female students, 7 and 8 male students. The same occurred in groups 3 and 7, which had 7 male students and 8 respectively. Meanwhile the previous advanced groups had a similar number of female as well as male students that was not the case of groups 4 and 8. In group 4 there were more female students, 11 and only 4 male students. In the last group discussed, number 8 this was almost the opposite since there were 10 male students and 5 female ones.
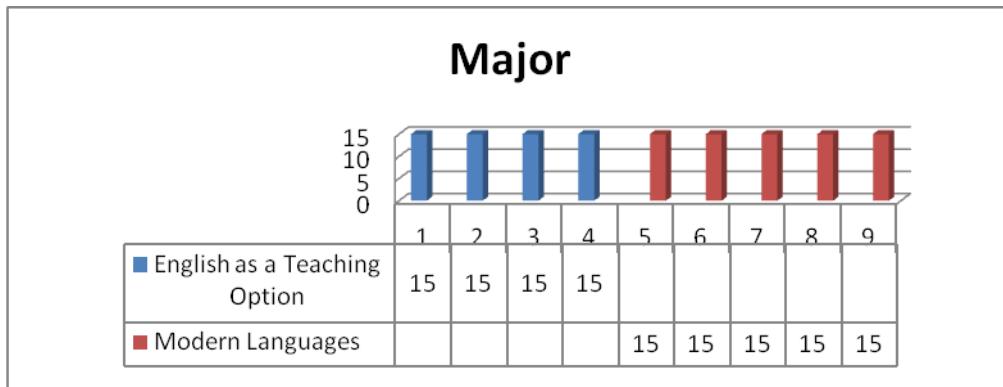
Marital status

	1	2	3	4	5	6	7	8	9
Married	0	0	0	0	1	0	0	0	0
Single	14	15	15	15	14	14	12	13	14
Other	1	0	0	0	0	1	3	2	1

The other piece of iformation required in students` questionairie was their marital status. Investigators considered this data important since having extra responsibilities could increase or decrease students` motivation when participating or attending classes. As presented in the graphic, there was only 1 student, out of the 135 to whom the instrument was administered who was married and he belonged to the group 5. On the other hand, there were 8 students who said that they were neither married nor single. However, it is important to point out that out of the 135 participts, 126 were without marital responsibilities, they were single.

Ages

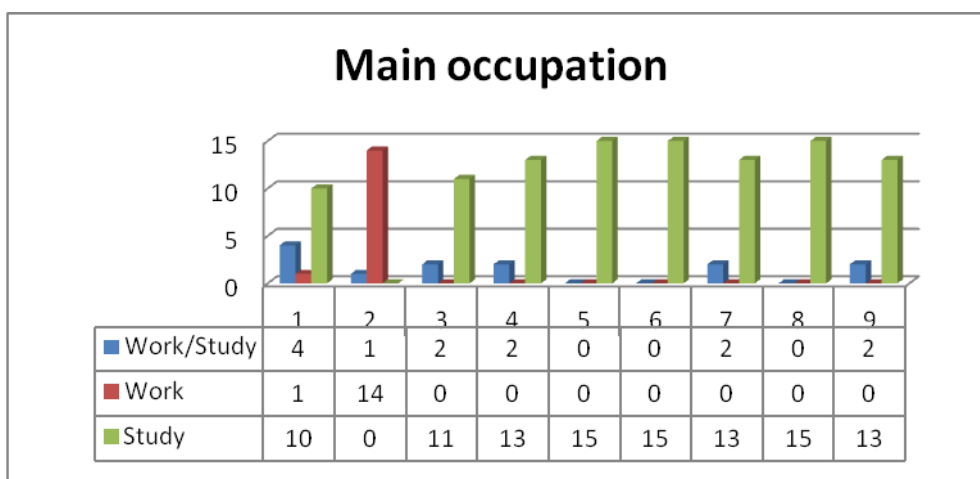|	1	2	3	4	5	6	7	8	9
16-19	6	7	8	7	4	6	8	3	3
20-23	6	7	7	8	9	9	4	10	10
24-27	3	1	0	0	2	0	3	2	2
More than 28	0	0	0	0	0	0	0	0	0

Besides, gender and marital status, the different ranges of students` ages was of much relevance for this investigation. There were 4 ranges in which students could check the one in which they were in. In the one that was for more than 28 years, there was no one who answered it. The other range, from 24 to 27, had 13 responses out of 135. In the range from 16-19 there were 52 participants who were in. Finally, the range with the highest percentage was the one composed of students from 20 to 23 years, since it got 70 responses.

2- Students` majors, main occupations and workplaces

Groups	Major		Main occupation			Workplace
	English as a Teaching Option	Modern Languages	Work/Study	Work	Study	
1	15		4	1	10	1. Centro Tecnologico Profesional 1. Subway The two other did not provide the name of their workplaces.
2	15		1	14	0	Student did not provide the name of the workplace.
3	15		2	0	11	Students did not provide the name of the workplace.
4	15		2	0	13	Students did not provide name of the workplaces.
5		15	0	0	15	0
6		15	0	0	15	0
7		15	2	0	13	Students did not provide name of the workplaces.
8		15	0	0	15	0
9		15	2	0	13	Students did not provide name of the workplaces.
Total	60	75	13	15	105	2

Major

	1	2	3	4	5	6	7	8	9
■ English as a Teaching Option	15	15	15	15					
■ Modern Languages					15	15	15	15	15

Analysis and interpretation of the obtained results: The second table and graphics were related to students` majors and main occupations Investigators decided to include these pieces of demographic information about students , such as workplace to have a wider view of the reasons why some students are more willing to take part in the class, while some others do not. Besides that, they also wanted to see if the fact of working and studying at the same time had an impact on students` performance inside the class. Based on the information gathered, there were 60 students who had Teaching Option as their major and 75 who were taking Modern Languages. The reason why there were more students learning 2 languages is because out of the nine groups, 5 of them were for Modern Languages students and 4 for Teaching Option.

Main occupation

	1	2	3	4	5	6	7	8	9
■ Work/Study	4	1	2	2	0	0	2	0	2
■ Work	1	14	0	0	0	0	0	0	0
■ Study	10	0	11	13	15	15	13	15	13

The other element to consider in the questionnaire administered to students was the main occupation. As showed in the graphic, only 13 students out of 135 said that their main occupation was not only to study but also to work. This is of much relevance since by doing both activities at the same time could either create more responsibility from students` side or just the opposite. In other words, if one student is working to pay for his/her own studies, the commitment is sometimes bigger than having someone else to pay for them. There were only 15 students who reported that their main occupation was only to work, which is contradictory since they were also studying. However, that information was not reflected on the questionnaire filled out for those 15 participants. The highest score was for the study option, since there were 105 students who said that it was their biggest occupation. It is of much importance to mention that out of 135 participants, only 2 students provided their workplace and more 2 checked that they were working but did not complete that information. Investigators decided to include this demographic information in the instrument because it could shed some light why some students feel reluctant to participate while others do it freely and with enthusiasm. For investigators it was important to know students` workplaces or at least to have an idea of what their primary occupation was when they were not at the university since for them it was a factor that could benefit or limit students when taking part of the classs development. In other words, for investigators, a student who worked in an English environment, such as the case of a call center or a school, he/she is more likely to get involved in the classroom development without being pushed, because he/she is used to practice the target language. Unfortunately, researchers could only make inferences since they did not get enough data regarding their workplaces.
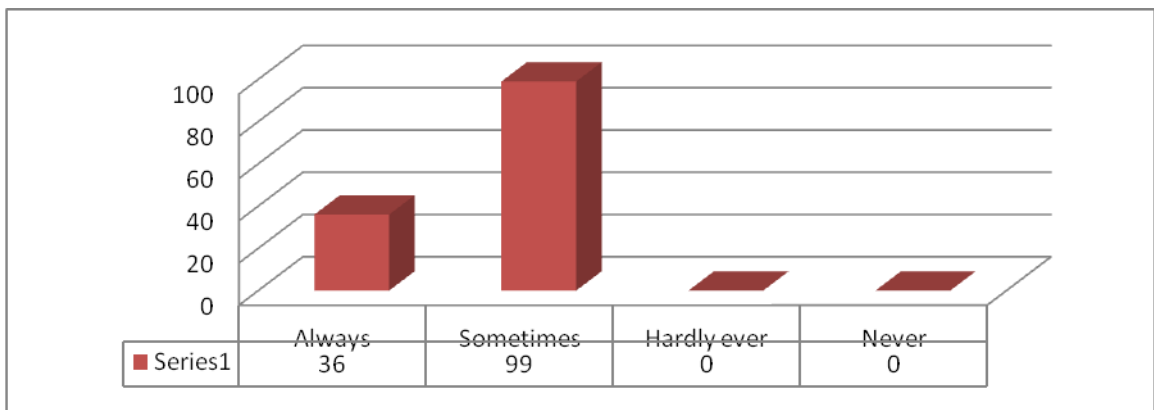
STUDENTS' RESULTS

This first part of the data gathering instrument was only related to students` side.

About you:

**1.How often do you use the target language inside the classroom?**

Always	36
Sometimes	99
Hardly ever	0
Never	0
Total	**135**

	Always	Sometimes	Hardly ever	Never
Series1	36	99	0	0

Analysis: The first question in this questionnaire was in order to know the frequency in which students from the Foreign Language Department use their target language inside the classroom. The results show that out of the 135 students who answered this questionnaire, 99 used it sometimes, which is something significant since that meant that they were practicing what they had learned along the course at hand as well as in previous ones. Out of all the participants, 36 said that they used always the language they were acquiring. Fortunately, there was no response for the other two options that were hardly ever and never. For investigators this was a clear signal that students were aware of the responsibility they had over their own learning process.

2.Do you monitor yourself? Yes? No?

Yes	135
No	0
Total	**135**
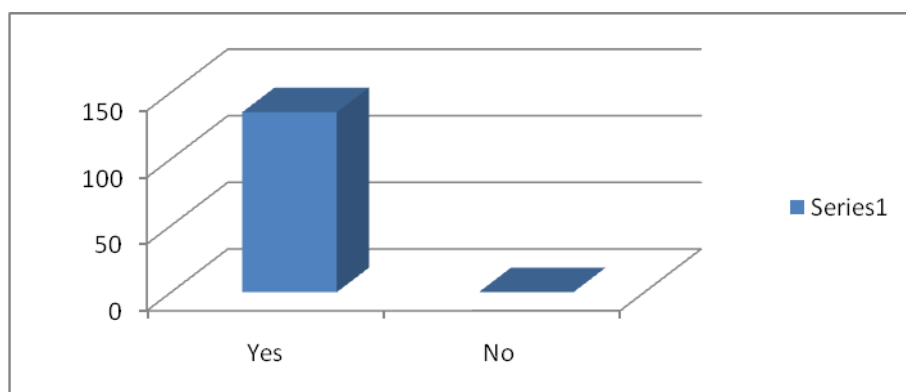
Analysis: This question was related to the awareness that students show whenever they make mistakes when they are expressing their ideas in the second language that is being acquired. The results reflected that the 135 students who participated in the research monitored themselves when interacting in the target language. This is important since in this way students know exactly the moment in which they use the language incorrectly and that they are able to recognize it and at the same time correct it and apply it at the situation at hand.

3.How often are you exposed to activities that replicate real situations in the class? (Role plays, information gap exercises, guessing games, class discussions, simulations, jigsaw activities, chain story, debates, others)

Always	28
Sometimes	101
Hardly ever	6
Never	0
Total	**135**

	Always	Sometimes	Hardly ever	Never
■ Series1	28	101	6	0
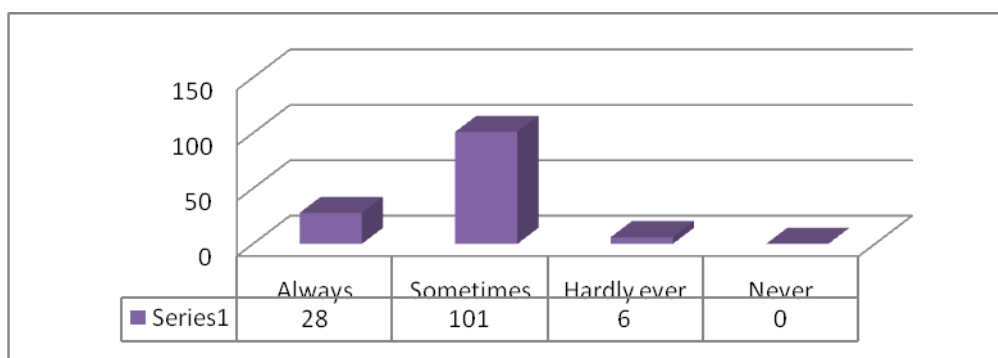
Analysis: In this question, students were presented the different activities that replicate somehow real situations inside the classroom, in order to practice the second language. Out of the 135 students, who were the participants of this investigation, 28 of them said that they are always exposed to them, which means that teachers include in every single class an activity like these ones and that students have more opportunities to use the language that they will need in future real situations. On the other hand, 101 students agreed that their teachers sometimes expose them in these types of activities. Six students said that they hardly ever had activities in which real situations were simulated, meanwhile, there was not a response regarding the option of "never" being exposed to activities for real situation replication.

4.How much do you participate in communicative activities during the class?

Too much	5
A lot	70
Enough	58
Not much	2
Total	**135**

|	Too much	A lot	Enough	Not much
Series1	5	70	58	2
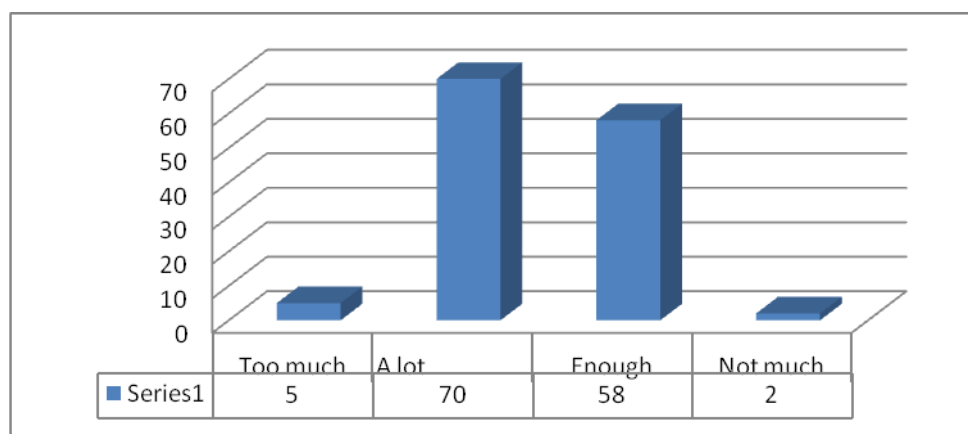
Analysis: The purpose of this question was to know the amount of participation and involvement that students had during the class development, and especially during communicative activities. Out of the 135 participants, only 5 of them said that they participated too much, which could mean that they were taking more advantages of practicing their English inside the classroom. 70 students said that they participated a lot during these kinds of activities. On the other side, there were 58 participants who classified their participation as enough. Even though the results reflected that out of the 135 students, the majority of them got involved in the different communicative activities, there were 2 of them who said that their participation is not that much.

5.When you participate, you do it because:

a- The teacher asks you	22
b- You are motivated to do it	112
c- You feel pushed by your peers	1
d- Others	0
Total	**135**
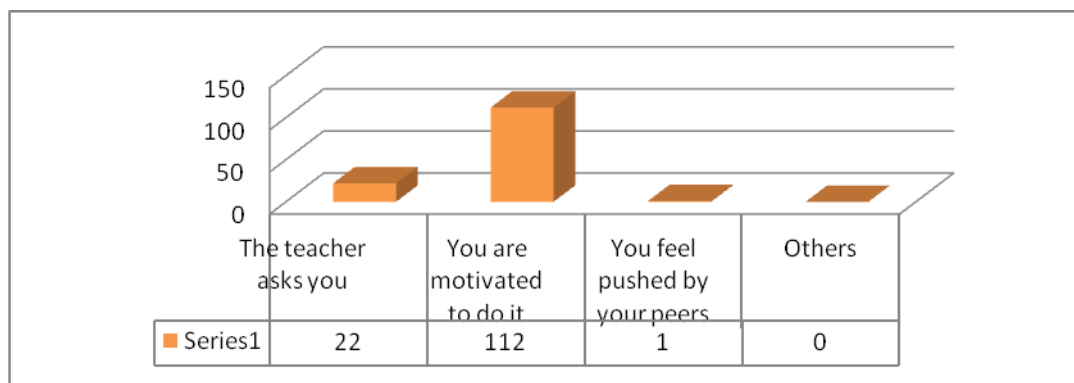
Analysis: By including this question, researchers were looking for the reasons that impulse someone to participate inside the classroom. There were three different options for students to check the one that was according to their answers. The option "You are motivated to do it" got a total of 112 responses, which meant that somehow almost all of them participated freely and since they were willing to do it. On the other hand, only 1 student said that he felt pushed by their peers in order to participate in the class development. However, 22 students agreed that they participated only when the teacher asked them to do it. There was not any response that answered or provided another reason why they participated in the classroom.

6.What do you consider that motivates you to participate in communicative activities?

|	
The personal satisfaction you will feel after participating	119
Because the teacher will give you a reward/punishment	10
Because you feel ashamed for not taking part in such oral tasks as much as your classmates do.	4
Others	1. "Topics I like." 1. "To put in practice what I've learned."
Total	**135**
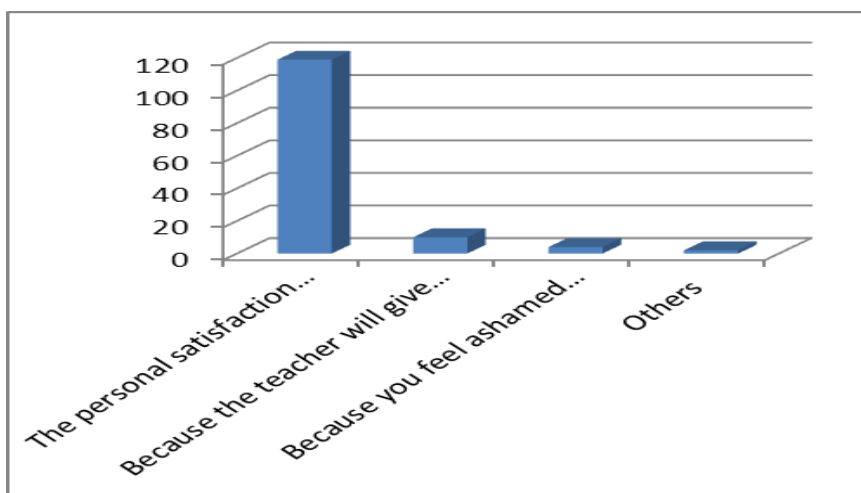
Analysis: Question number six had to do with the different reasons students considered that motivated them to participate in the communicative activities inside the classroom. As the previous question, there were three options for them to check and one space for adding the answer that is according to their participation. The option that got the highest number of responses was "the personal satisfaction someone will feel after participating," because 119 students said that for them that was the motive of their participation. Only 10 students agreed that they got involved because the teacher would give them either a reward or a punishment. Surprisingly there were 4

of them who said that the reason why they participated was because they felt ashamed for not taking part in such oral tasks as much as their classmates did. In this question, there were 2 students who added a different reason, out of the provided by the researchers. One of them said that something that motivated him or her was when there is a topic that he or she liked. The other student said he or she did it for practicing what he had learned along the course.

7.In general, do you feel motivated to attend your English class? Yes? No? Why?

Yes	134
No	1
Why?	Only 21 students gave their answers for this question.
Total	**135**
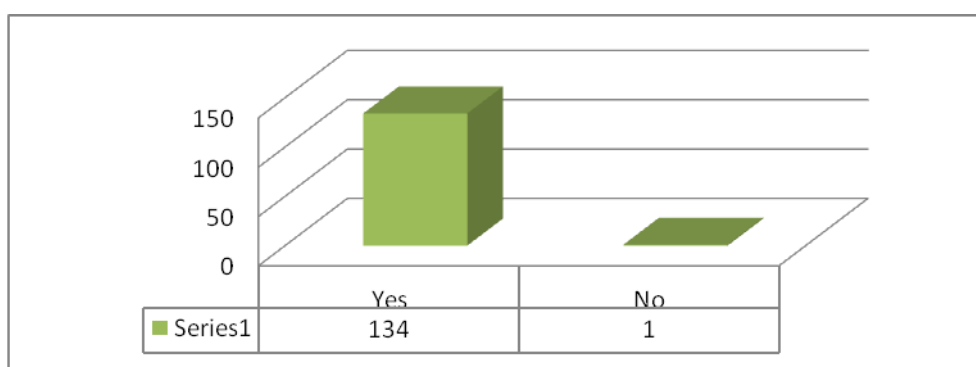
	Yes	No
■ Series1	134	1

Analysis: This question was divided in two parts: The first one was a yes/no question, in which students were supposed to answer only yes or not. The results reflected that out of the 135 students, only one was not motivated to attend his classes. On the other hand, 134 of them agreed that they indeed were willing to go freely to their classes.

The other part of the question was that students had to provide the reason why they felt motivated or not to attend their classes. It is of much relevance to mention that out of the 135 students only 21 provided a response for this second part of the question. Unfortunately, investigators could only infer the reasons why they did not complete the second part of this question. Probably they were in a hurry when they took it or that simply they were not willing to answer that part. Here are the 21 responses that those students added for answering the complete question:

1. "I want to learn as much as I can."	12. "Because one of my main goals is to be a great English speaker."
2. "Because I feel that I improve my English every class."	13. "I like learning new topics and grammar."
3. "Because it is an interesting class."	14. "Because I want to learn every day the second language."
4. "Because of that I'm learning a lot."	15. "I always practice a lot and practice new things."
5. "Because I like English."	16. Because I can improve more with every single class."
6. "I learn a lot."	17. "Because I want to take advantage of every opportunity to better my English."
7. "There are a lot of pretty girls."	18. "Because I want to learn something new every day."
8. "Because the teacher creates a good environment."	19. "Because I really want to learn and improve my English."
9. "Because if I attend a class, I learn more."	20. "Because I like English and I like learning new things."
10. "Because I really enjoy it."	21. "I don't want to go to classes sometimes."
11." The class is interesting and funny."	

Analysis: "I attend classes because I learn" was one of the responses that 8 students agreed as the reason why they attended classes eventually. The improvement of the second language was another response that 3 students recognized as the reason of them attending classes. They said that by means of the classes, they could feel that they were progressing in the acquisition of the second language. The other reason, in which 5 students agreed, was "that the class was funny and interesting." Here, also, they mentioned that the teacher created a good environment that helped them feel more comfortable and confident when participating. There were 2 participants

that said that they liked to attend their classes due to the fact that they had the opportunity of practicing and becoming more proficient. Even though, most of the students` responses showed that they attended their classes freely and with much enthusiasm, there was one student who said the opposite. He expressed that sometimes he did not want to attend his classes. This response reflected the other side of the teaching-learning process, which has to do with different reasons why someone might not feel eager to go to his/her classes.

8. Do you consider that by developing communicative activities in the class your oral performance can be improved? Yes _____ No _____ Why? (Choose all that apply)

Yes	134	No	1	Total= 135
You have the opportunity to practice the target language.		125		
You can get teacher's feedback if you make a mistake.		66		
You practice your new language in real situations.		26		
Others		0		
Total		**217**		
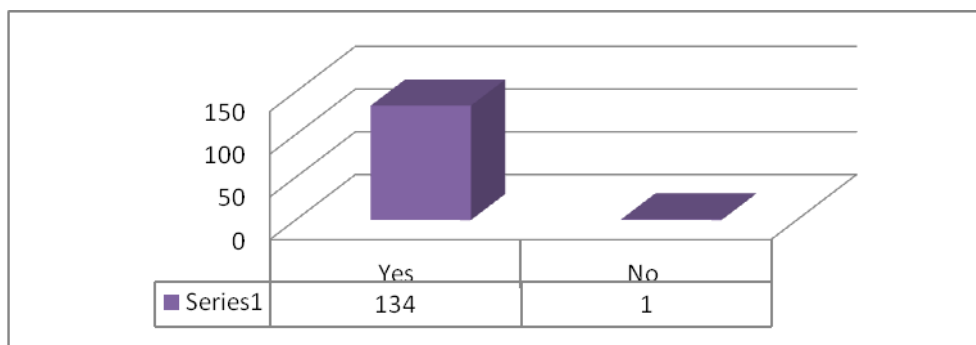
Analysis: Question number 8 also had two parts. The first one was a yes/no question, in which students were supposed to say whether or not they considered that by participating in communicative activities was a way of improving oral performance. The table and the graphic showed that 134 students agreed that oral performance can be improved by means of communicative activities developed inside the classroom. However, there was only one, who said the opposite, What researchers could infer out of this response is that probably he did not feel comfortable enough for participating in such activities.
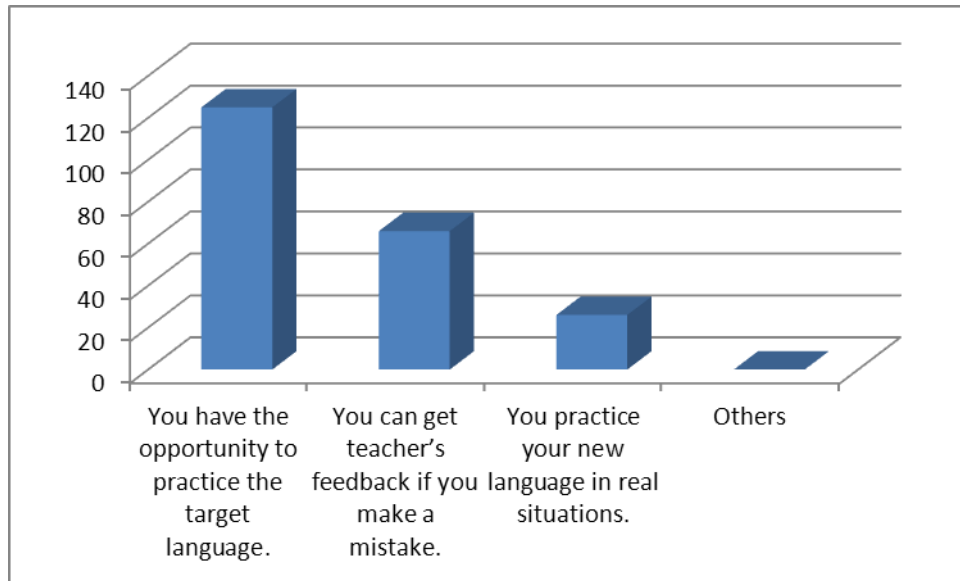
In the second part of this question, students had the freedom of checking more than one response. The results showed that 125 students said that they had the opportunity to practice the target language whenever carrying out communicative activities. 66 students checked that they considered that by participating in communicative activities, they could improve oral performance since they got teachers` feedback whenever making a mistake or using the language appropriately. The other response or option was the one regarding the opportunity of practicing the new language in real situations, for this was a total of 26 responses. It is important to highlight that students were aware of the necessity they had for getting involved in the different communicative activities since, according to their responses it is the only way in which oral performance can be increased and improved.

9. According to your perception, which students have a better oral performance? (Choose all that apply)

The ones who participates a lot during the class, without being asked to.	131
The ones who are shy and participate from time to time, just when they are asked to.	3
The ones who don't speak during the class.	0
Others	1. "All of students who like English and are willing to learn (not necessary to participate)"
Total	**135**
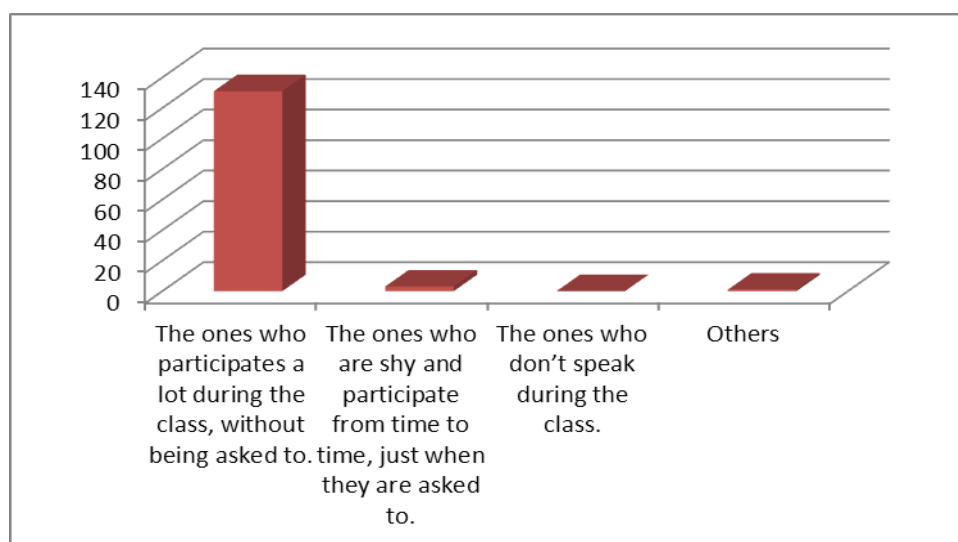
Analysis: Question number 9 was related to oral performance as well. They were presented 3 statements in which they had to check the ones they considered agreed the most with what they perceived help in developing oral performance. The option that expressed that students who participated a lot during the class, without being asked to, got the highest number of responses, since there were 131 participants who were in agreement. The ones, who are shy and participated from time to time, just when they are asked to, got a total of answer of 3. Since there was no one who check the option "The ones who don't speak during the class," it is easy to conclude that students believe that just by participating and getting involved in the communicative activities is the only way in

57

which oral performance can be improved. In other words, and as previously said getting involved in communicative activities is what help them better their oral skills. There was one student who added a different option in this question, regarding who had a better oral performance, in his opinion. The response was "all of students who like English and are willing to learn (not necessary to participate)." So, in other words and according to him, any person can better his/her oral performance just by being willing to learn.

This second part regarding what students observed during the development of the classes they attended and the actions that took place in each of them.

About your teacher:

1- How often does the teacher include communicative activities in the class?

Always	115
Sometimes	17
Hardly ever	3
Never	0
Total	**135**

|	Always	Sometimes	Hardly ever	Never
■	115	17	3	0
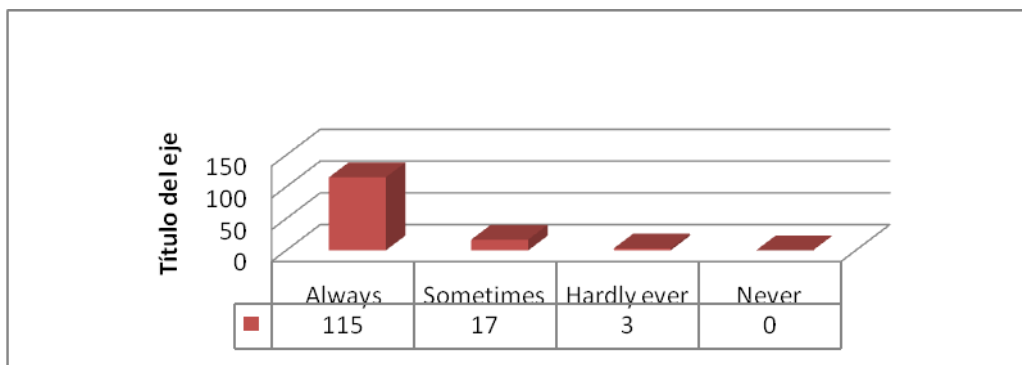
Analysis: The second part of the data gathering process was related to the perception that students had with respect of their teachers and the actions that take place inside the classroom, related to the teaching-learning process. Question number 1 had to do with the frequency in which communicative activities are developed during the class by their teachers. Based on the results presented on the table as well as in the graphic, it is important to say that out of the 135 students, 115 of them reflected that their teachers always included activities of this kind. 17 students said that they were sometimes exposed to these types of communicative activities and 3 of them agreed that they hardly ever had them inside the classroom. According to the options with the highest number of

responses, researchers could conclude that in almost all of the nine groups, communicative activities were developed with some frequency.

2. **Which of the following communicative activities does your teacher develop in the class? (Choose all that apply)**

Role plays	119
Guessing games	39
Simulations	4
Class discussions	109
Information gap exercises	10
Jigsaw activities	3
Chain story	2
Others	7
Total	
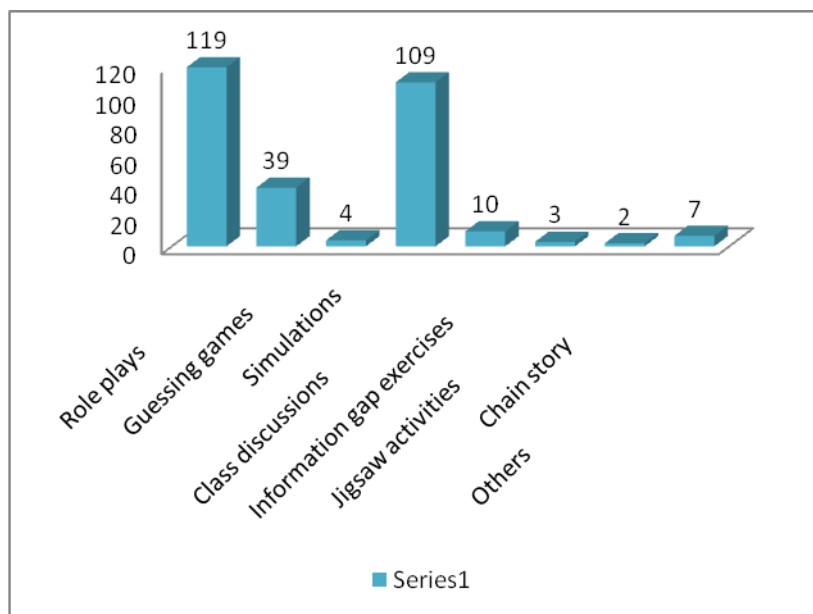
Analysis: Table and graphic number 2 reflected the frequency in which each one of the different communicative activities were developed in the nine different chosen classrooms. In this question, students were able to check as many activities as their teachers included in their classes. The activity which was carried out more often in the different nine advanced groups was Role plays, which got a total of responses of 119, out of 135 participants. The second most used communicative activity was Class discussions, which got a percentage of 109 students` responses. Guessing games were in the third place since had a total of 39 responses. 10 students agreed that their teachers also used Information gap activities in their classes. Simulations was classified as one of the less used communicative activities in these nine Advanced groups since only 4 students checked them. Jigsaw activities got 3 answers out of 135 participants and only 2 students said that their teachers used Chain stories activities. There were 7 students who checked the option that corresponded to "Others," but they did not provide the name of the communicative activities that their teachers included along with the ones provided by investigators.

**3- What does your teacher do for motivating you to participate in the class?**

He/ She brings extra and interesting material to the class	116
He/ She carries out a lot of games and activities in which oral skill is required.	13
He/ She does not do anything from the above	1
Others	1. "She gets our confidence."
1 Student chose A and C at the same time 4 Students chose A and B	5
Total	**135**
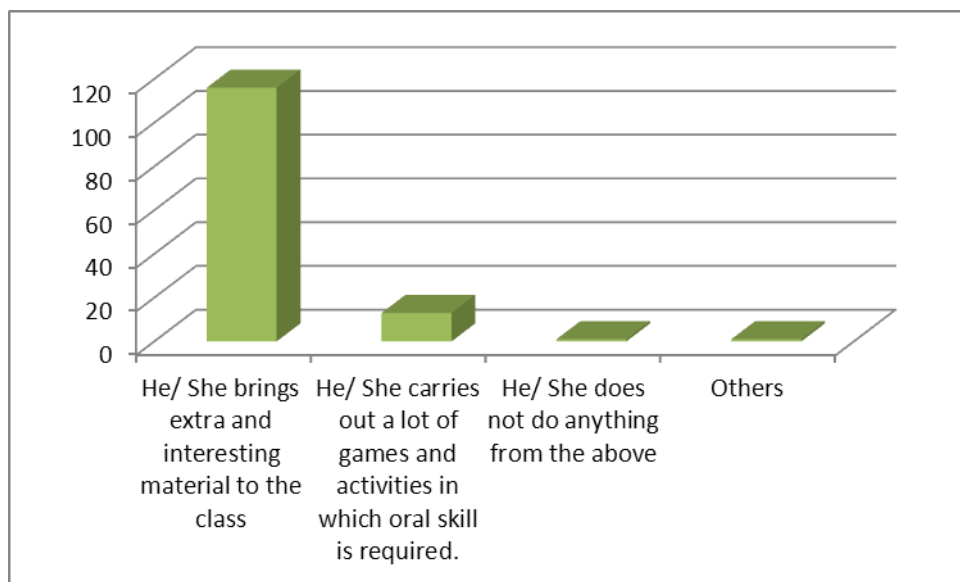
Analysis: According to the information presented on the graphic and on the table, the way in which most teachers from the different nine groups motivated students was by means of bringing extra and interesting material to the class, since it got a total of 116 responses. Some students reached the agreement, by their responses that another way in which their teachers motivated them was when they carried out a lot of games and activities in which oral skill is required. There were 13 of them that had the same response. Surprisingly, there was one student who checked that his teacher did not do anything of the two previous activities in the class in order to motivate them. One student checked the option in which they could add another statement, in which she said that her teacher got their confidence as a way of motivating them. There was 1 student who chose item A and C at the same time. As well as 4 other students chose A and B, which probably meant that their teachers not only used one way for motivating them, but more.

4- How much does your teacher talk during the class?

Too much	3
A lot	105
Enough	27
Not much	0
Total	**135**

	Too much	A lot	Enough	Not much
Series1	3	105	27	0
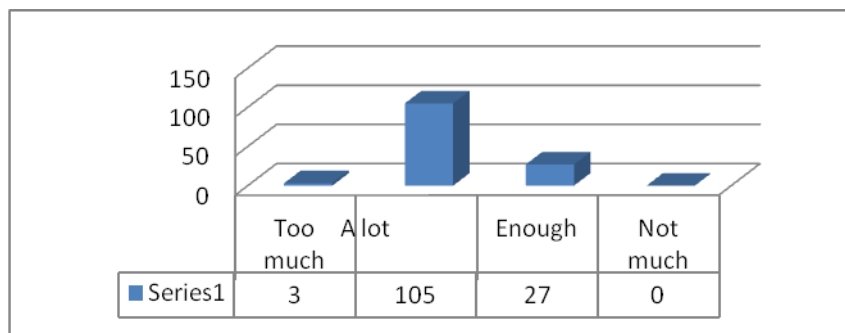
Analysis: Question number 4 was related to the teacher's talking time. Based on the results that the table and the graphic showed, it was concluded that most students agreed that their teachers talked all the time, since there were 105 of them who were in agreement. This is something contradictory since in the Advanced level, it is supposed that are students who participate the most because in this level they have already acquired the necessary vocabulary and grammatical structures for expressing their ideas in the target language. However, since investigators were not interested in the reasons why this happened, this information is not of much relevance for them. On the other hand, there were 3 students who considered that their teachers talked too much. And finally, 27 participants checked that their teachers talked enough or the acceptable amount of time.

5- How often does your teacher give you feedback about using correct grammatical structures?

	150		
	100		
	50		
	0		
	Always	Sometim es	Hardly ever	Never
■ Series1	18	116	1	0
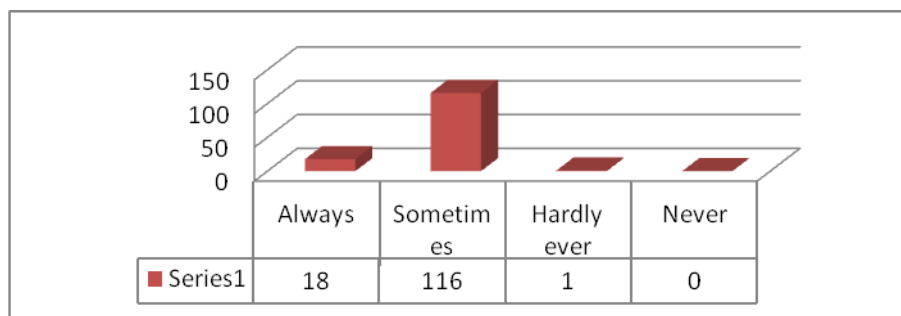
Always	18
Sometimes	116
Hardly ever	1
Never	0
Total	**135**

Analysis: Question number 5 was regarding the appropriate feedback that students should receive whenever using the target language adequate or inaccurately. Out of the 135 students who participated in this investigation, 116 of them said that they sometimes received feedback from their teachers when making a mistake regarding grammatical structures. These results showed that almost of all the teachers who were teaching Advanced English provided them with that valuable language reinforcement. Out of this amount of students, 18 said that they always got the feedback and just one student said that he/she hardly ever received it from his/her teacher.

6- How often does your teacher bring authentic material (newspapers and internet articles, among others) to develop oral performance?

Always	5
Sometimes	125
Hardly ever	4
Never	1
Total	**135**

	Always	Sometimes	Hardly ever	Never
■ Series1	5	125	4	1
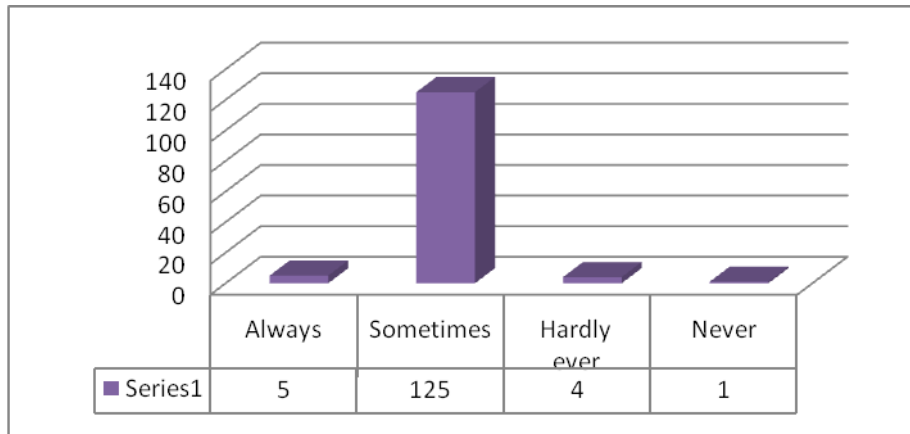
Analysis: Table number 6 expressed the responses of 135 students who answered related to the frequency in which their teachers presented them with authentic material in the classes. There were 125 students who said that they sometimes were exposed to real and authentic material during the classes. 5 of them said that their teachers always brought that kind of material in order to work during the class. The option of hardly ever got a total of 4 students` responses and only 1 said that he never had been presented with authentic material along the course.

**7- Does your teacher emphasize the use of the new words in class? Yes? No?**

Yes	135
No	0
Total	**135**
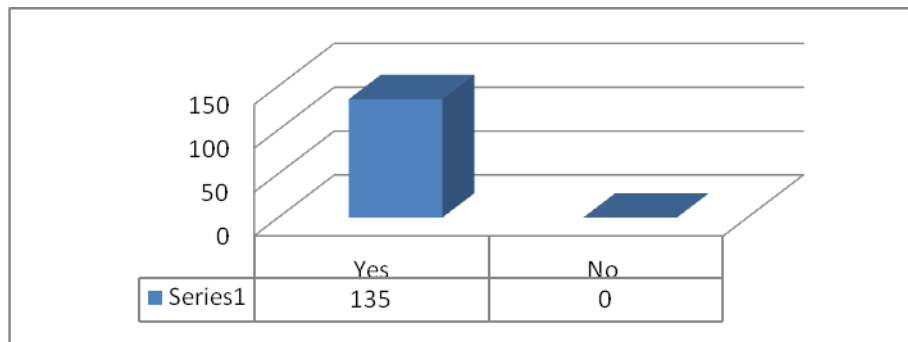
Analysis: In this question, the 135 students said that their teachers made emphasis on the usage of new words during the class. This is really important since it is supposed that students from this level need to acquire as much new vocabulary as possible and even greater is the need of using it in the situations in which they are required.

8- **Do the communicative activities presented by the teacher include the vocabulary learned through the use of authentic material?**

Too much	10
A lot	90
Enough	15
Not much	20
Total	**135**
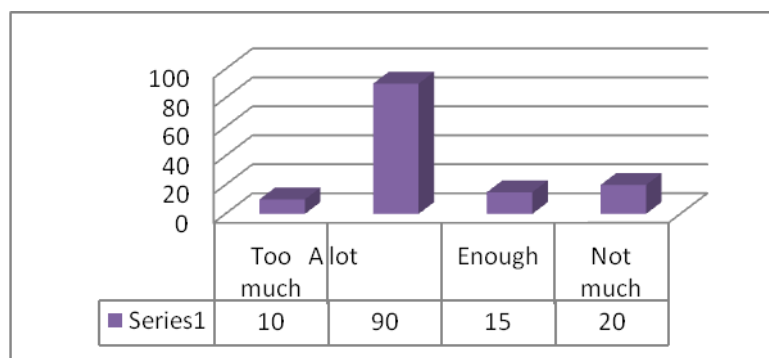
Analysis: Question number 8 had to do with the perception that students had about the communicative activities and the relationship that those ones had with the new vocabulary learned when working with authentic real material. According to 90 students, the vocabulary learned while using authentic material was used a lot when carrying out communicative activities. On the other hand, 15 said that the usage was just enough. The option of not much got a total of 20 responses and only 10 said that the communicative activities required too much the vocabulary acquired when developing a task in which authentic material was used.

9- How often does your teacher provide you with feedback when you make any mistakes?

Always	24
Sometimes	109
Hardly ever	2
Never	0
Total	**135**

	Always	Sometimes	Hardly ever	Never
Series1	24	109	2	0
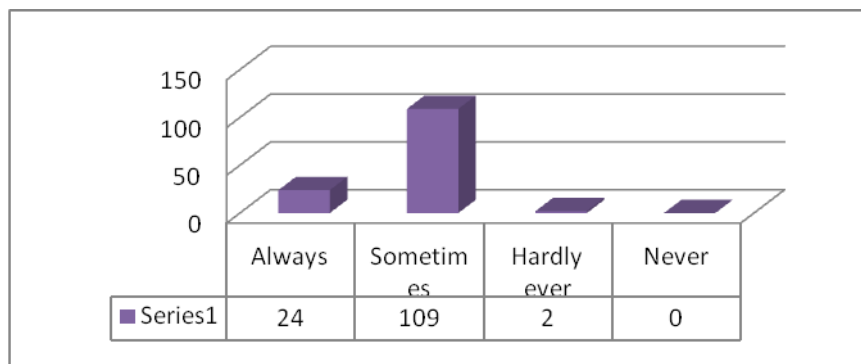
Analysis: Table number 9 is regarding the feedback provided by teachers when students made a mistake. The graphic showed that out of 135 students, 109 received the feedback by their teachers. This result is significant since by providing the appropriate feedback is another way of improving students` use of the second language. There were 24 students who reached the agreement in which they always received the feedback by their tutors. Hardly ever got a total of 2 responses and there was no one who checked the option "never."

10- When does your teacher correct you when you make a mistake?

|	
Immediately after you finish speaking	106
While you are speaking	28
The teacher never corrects me	1
Others	0
Total	**135**
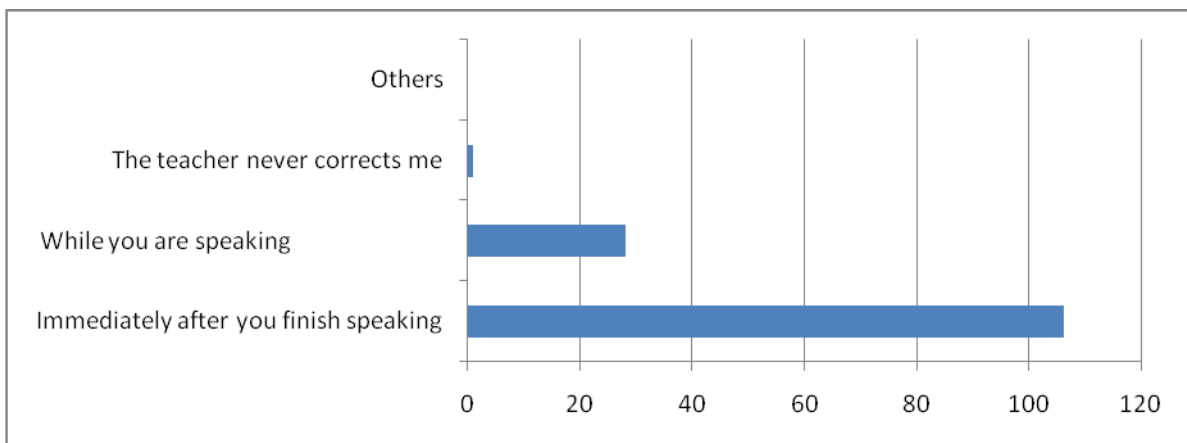
Analysis: Table and graphic number 10 was related to the time in which students received or not the appropriate feedback whenever making a mistake or using the language incorrectly. According to 106 participants, their teachers did it immediately after they finished talking or participating. The results of this question and specifically from this option showed that teachers were aware of the impact that their feedback could have on students` willingness to continue talking when making any mistakes. In other words, they waited until they were done with their participation and gave them the reinforcement they needed in that moment. On the other hand, there were 28 students who said that their teachers interrupted them for giving the feedback those students needed. Investigators were in the agreement that this could be a factor why some students felt reluctant to continue talking since they had the sensation that they were

interrupted in half of the conversation and preferred not to go on. One student said that his teacher never gave him the feedback.

11- How often does your teacher make emphasis on the correct use of the parts of speech? (Verbs, adverbs, adjectives, nouns, conjunctions, prepositions, interjections, etc)

Always	60
Sometimes	75
Hardly ever	0
Never	0
Total	**135**
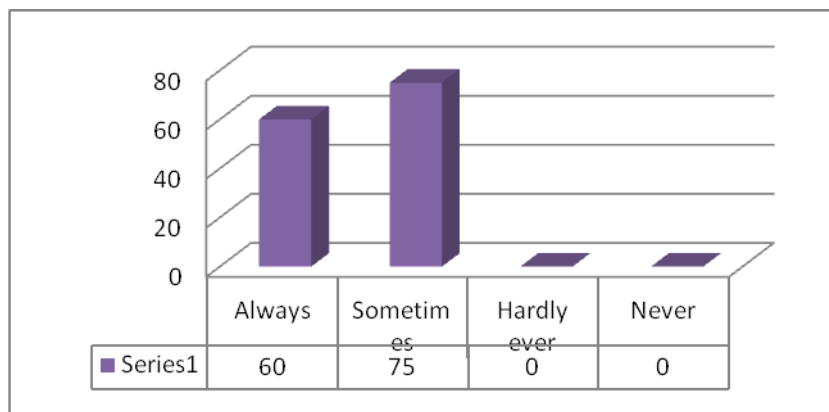
Analysis: Question number 11 was regarding the focus that teachers put in the correct use of the different parts of the speech. For the researchers was of much importance to know this information since those advanced students were supposed to identify easily any part of the speech presented to them in any given situation. The results got in this question reflected that their teachers did it from time to time. There were 60 students who said that they were always asked to concentrate their attention in the correct use of those parts. On the other hand, 75 agreed that their teachers sometimes made the emphasis on that.

12- How often does your teacher relate the topic that he/she is currently developing to the previous one?

Always	62
Sometimes	70
Hardly ever	2
Never	1
Total	**135**

	Always	Sometimes	Hardly ever	Never
■ Series1	62	70	2	1
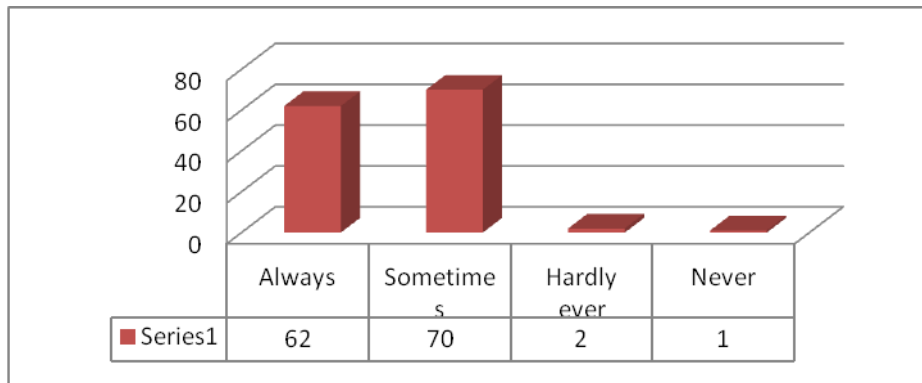
Analysis: The last question presented in the data gathering for students` was related to the link that the teachers did between the topic previously taught and the one being currently presented. There were 2 students who said that their teachers hardly ever did it and only one who said that never did it. On the other hand, the highest responses were for those students who agreed that their teachers related both topics sometimes, since it got 70 responses. Finally, 62 participants said that their facilitators always did it.

TEACHERS' RESULTS

This part of the data gathering process was focused on the teachers` responses that were in charge of the Advanced English groups. Unfortunately, investigators were not able to get the collaboration and opinions of the eight teachers who were responsible for the groups. As a result, researchers just had 5 teachers` points of view. Here are the different answers that each one of those teachers gave.

1- **In your own words, how would you define motivation in a general term?**

Teacher 1	"It is the proactive attitude towards an activity."
Teacher 2	"It is to be very interested in something, to reach an objective."
Teacher 3	"It is the inner force that makes you do things."
Teacher 4	"It is a sort of internal drive which pushes someone to do something to achieve something else."
Teacher 5	"It is the inner drive that moves someone to accomplish something."
Total	**5**

Analysis: The first question that was formulated to teachers was related to motivation and their definition. Even though, there were 4 different definitions of motivation, all of them agreed that it was what made an individual do something. One teacher saw it as an attitude that someone had towards something, while for other is like an internal force that moves a subject to achieve what he/she wants to get. It is easy to deduce that even though they used different words to refer or describe motivation, they had the same idea of it. Their responses were also in agreement that motivation was necessary to achieve someone's goals and objective.

2- **Do you consider that you motivate your students to participate during the class? If so, how do you do it?**
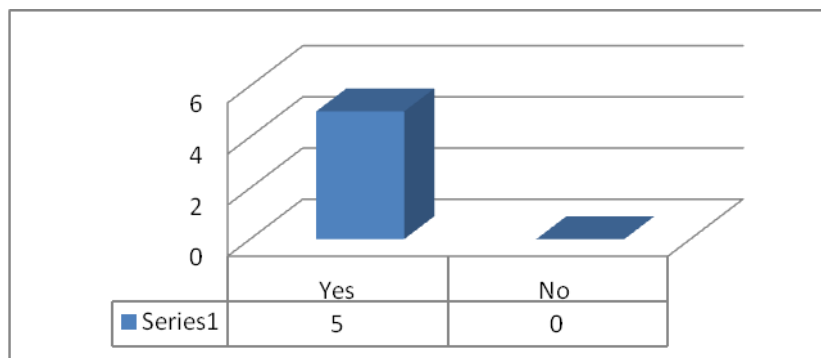
Teacher 1	Yes	"Real life examples, activities, challenging, free activities."
Teacher 2	Yes	"I prepare or plan my class carefully, including activities where students participate."
Teacher 3	Yes	"I let them know making mistakes is part of the learning process and that they should not be afraid of expressing their opinions."
Teacher 4	Yes	"Since I have clear that teaching is all about creating the conditions for students to learn, I do so by supporting students develop enough self-confidence from them to perform their best."
Teacher 5	Yes	"I motivate them by providing them real situations in which they can practice their target language."
Total		**5**

Analysis: According to teachers` responses about whether or not they motivated their students, investigators could conclude that this essential aspect of the teaching learning process was indeed added to the every day teaching learning life. All of them said that they took different actions in order to create the appropriate environment in which motivation was always part of the classroom. For instance, teacher number one said that he included activities in which real life examples were created. Another one pointed out that planning her classes and the activities to be developed was the way in which she did it. Allowing students to make mistakes and learning from them was a teacher's way of implementing motivation inside the classroom and during the activities

development. It is important for researchers to know that teachers were doing something in order to inject students with motivation along the classes, since in a way; it had to do with the teaching learning process.

3- **Which activities do you include in your planning for developing students` speaking skills? (Role plays, information gap exercises, guessing games, class discussions, simulations, jigsaw activities, chain story, debates, others)**

|	
Role plays	3
Information gap exercises	1
Guessing games	2
Class discussions	5
Simulations	1
Jigsaw activities	1
Chain stories	2
Debates	4
Paraphrasing	1
Oral presentations	1
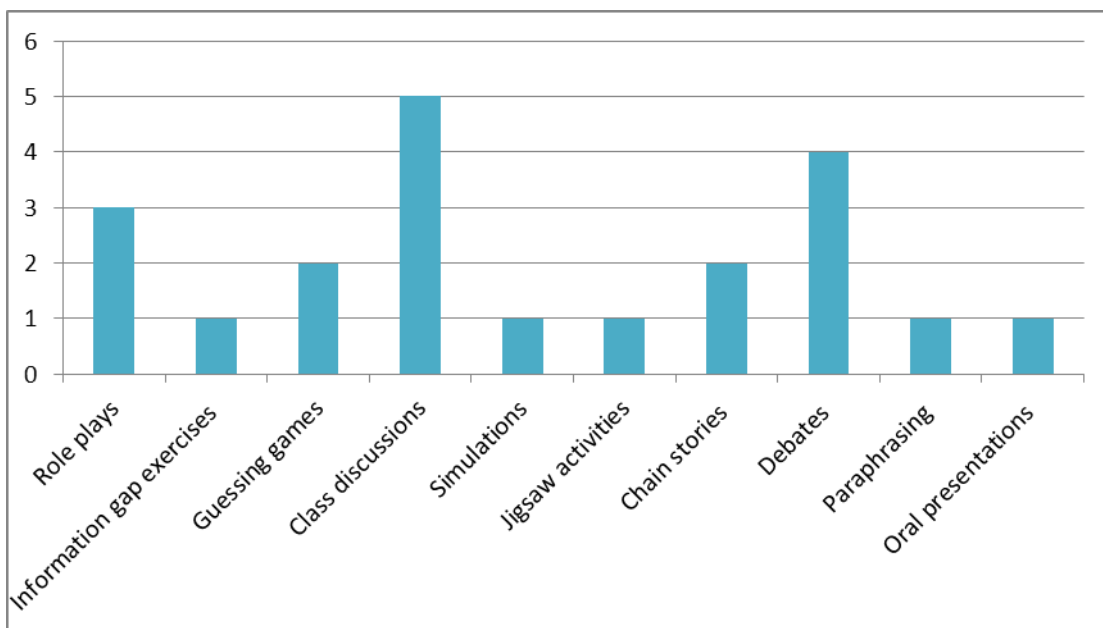
Teacher 1	Role plays, class discussions, debates, oral presentations.
Teacher 2	Class discussions, debates, paraphrasing
Teacher 3	All of them **(Role plays, information gap exercises, guessing games, class discussions, simulations, jigsaw activities, chain story, debates)**
Teacher 4	Guessing games, class discussions, debates, others (the teacher did not mention which one)
Teacher 5	Role plays, class discussions, chain stories.
Total	**5**

Analysis: Based on the information presented on the table as well as in the graphic, all the participants in this data gathering process made use of some communicative activities. There were 8 different examples of activities that their purpose is the communication and teachers had the opportunity to choose more than one. As presented on the graphic, the tasks which were more developed for the objective of communicating were class discussions and debates. This information was not new for researchers because they knew it from their own experience that teachers used to carry out activities like those ones, in which students could express their own ideas and points of view. The second place was for role plays which obtained 3 responses. Guessing games and chain stories got two responses each. Simulations, jigsaw activities, paraphrasing, oral presentation, and information gap exercises got a total of responses of 1 each. Two out of the four teachers added an extra activity that they used in order to develop students` speaking skills. One of them used paraphrasing and the other one used oral presentations. Even though, not all the teachers used the same communicative activities; they were following the same path or objective, which was to have students develop their oral performance.

4- **In your own opinion, do you consider that motivation in general terms is linked to students` oral performance? If so, how?**
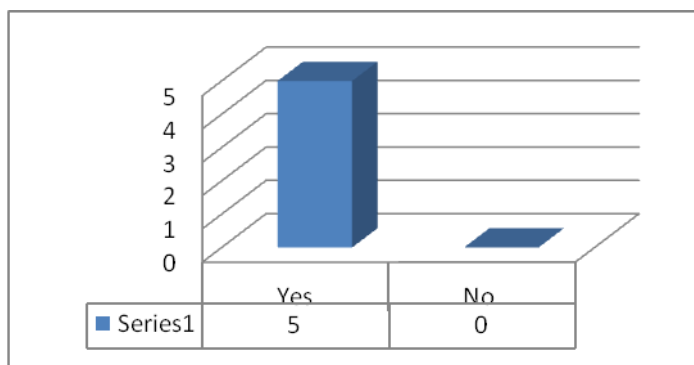
Teacher 1	Yes	"Motivation generates a desire to become better and it's essential to the performance of some skills."
Teacher 2	Yes	"Motivated students are always eager to participate."
Teacher 3	Yes	"It's he number one factor in determining students` success in any activity including oral practice."
Teacher 4	Yes	"Definitely, if you make students be confident and believe they can rock and do their best, they buy it and the intrinsic motivation starts working and they do better."
Teacher 5	Yes	"Motivation gives students the drive they need to do better in a given oral activity."
Total		**5**

Analysis: This question was regarding the link that might exist between motivation and oral performance. Teachers agreed that they considered both variables were so closely linked. Even though they used different words, they pointed out that motivation was definitively one important and indispensable element that played a role in students` oral performance. For instance, one teacher said that when someone is motivated, he/she will feel eager to participate without being pushed, either by the teacher or by his/her peers. It was concluded that motivation was highly related to the ability that students had for communicating in the target language because when someone was motivated he/she felt free and did not show any anxiety for speaking in another language.

5- **How do you know when a student is motivated? How do you know when he/she is not?**

Teacher 1	"We can notice in the level of attention he/she pays. Also, we can see the proactive attitude in class."
Teacher 2	"Attendance, participation, scheduling advisory meetings, doing homework."
Teacher 3	"When they are motivated they are willing to express their own opinions. When they are not, you have to force them."
Teacher 4	"Simply, when a student is not motivated, he/she does not attend classes and/ or does not show that willingness to make big in class. Whereas, someone who is motivated will do the other way around."
Teacher 5	"When a student is motivated, he/she is willing to participate. On the other hand, student only wants to get out of the classroom."
Total	**5**

Analysis: Based on teachers` responses for this question, researchers concluded that there was a variety of signals that let teachers knew when a student was motivated or not during the class development. For instance, one teacher said that for her, motivation was expressed by means of attendance, participation, by doing his/her homework and also by asking the teacher for an appointment after his/her classes in order to reinforce some topics. Willingness to participate is another way in which a teacher knew when students were motivated. Even though, for one teacher might be the willingness to participate or for another one when he/she attended classes, all of them agreed that motivation was a key aspect of the teaching learning process. On the other hand, when someone did not go to his/her classes, did not participate during the different activities, or did not do his/her homework, teachers could easily said that they were lacking the necessary motivation for succeeding in the learning of the target language.

6- **In your opinion, which activities do you consider that give better results for improving students` oral performance? Why?**

|	
Role plays	3
Information gap exercises	1
Guessing games	1
Class discussions	5
Simulations	1
Jigsaw activities	1
Chain stories	2
Debates	2
Paraphrasing	1
Oral presentations	1
Problems solving activities	1
Drills	1
Interviews	1
Critical thinking	1
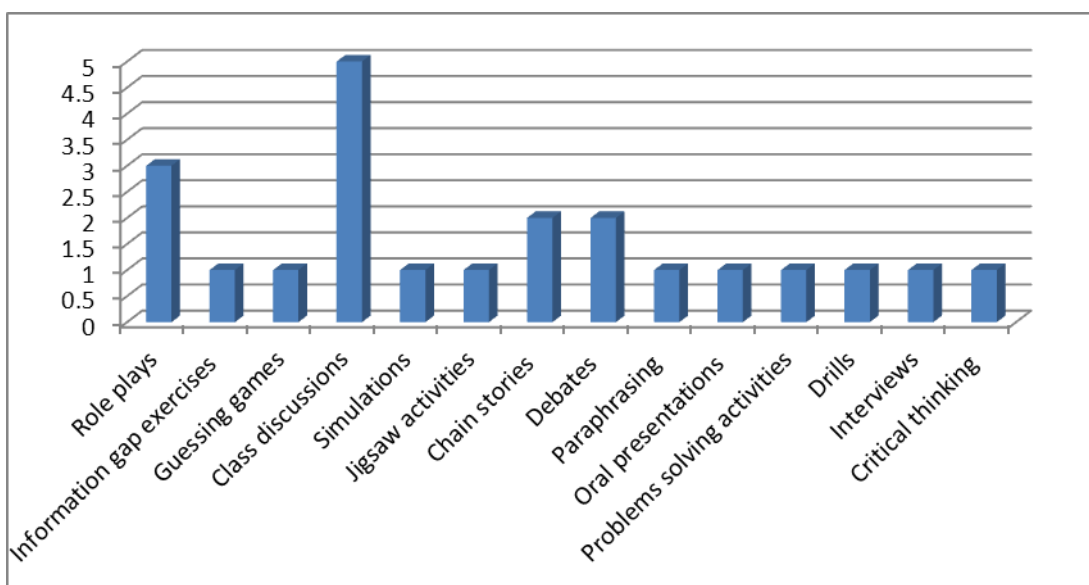
Teacher 1	Role plays, simulations, class discussions.
Teacher 2	Class discussions, debates.
Teacher 3	All of them. Problems solving activities, drills, interviews and others.
Teacher 4	Role plays, class discussions, critical thinking.
Teacher 5	Class discussions, chain stories.
Total	**5**

Analysis: Question number 6 was related to the communicative activities that were useful for improving students` oral performance. In this question, teachers had the opportunity to select more than one option. As the results are reflected in the table as well as in the graphic, all of them agreed that class discussions was one of the most helpful and gave better outcomes when trying to develop students oral skills, since it got 5 responses. Role plays obtained a total of responses of 3, since they considered that by making use of this communicative activity students could improve and better their oral performance. In the third place, debates and chain stories got 2 responses each. The rest of the communicative activities provided for investigators, got only 1 response. Critical thinking, drills, interviews, oral presentations, problem solving activities and paraphrasing were some other options that teachers came up with for bettering their students` oral performance.

7- **What is the teaching approach you use the most in your classes?**

Grammar Translation Method	0
Direct Method	1
Audiolingual Approach	2
Total Physical Response	1
The Silent Way	0
Community Language Learning	2
Dessugestopedia	0
Communicative Approach	1
Cooperative Language Learning	0
Content- Based Instruction	0
Whole Language Approach	0
Task- Based Teaching	2
The Cognitive Approach	1
The Natural Approach	0
The Lexical Approach	0
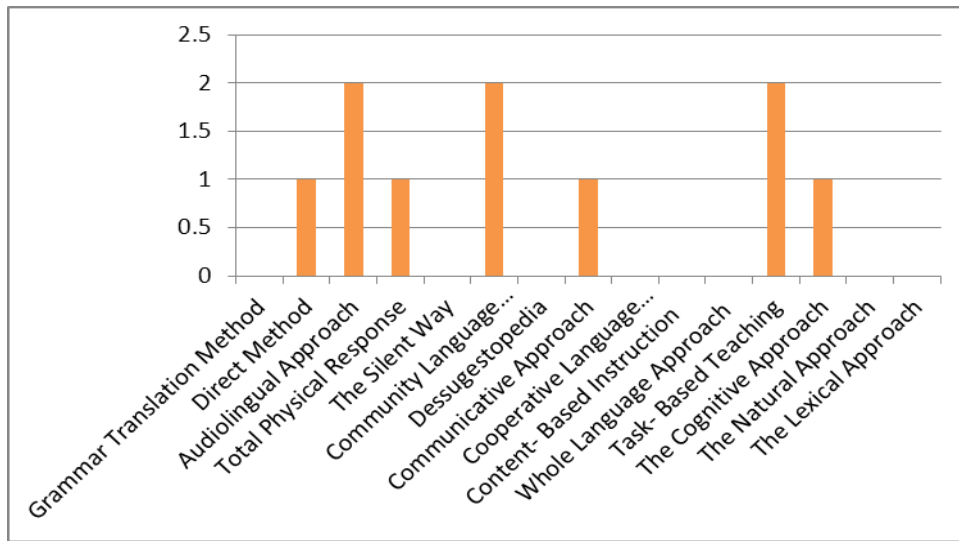
Teacher 1	Community Language Learning, Communicative Language Teaching, Task- Based Teaching, The Cognitive Approach,
Teacher 2	Task- Based Teaching.
Teacher 3	None
Teacher 4	Community Language Learning, Direct Method, Audio-lingual Approach
Teacher 5	Audio-lingual Approach.
Total	**5**

Analysis: This graphic and table reflected some interesting results, due to the fact that almost all the responses were a little bit different from one another. The question in this part of the data gathering was related to the teaching approach (es) that each teacher used in their classes. As well as in the previous question, teachers were able to choose more than one option. Investigators included all of them because they knew from their own experience that not even one single teacher used only one approach in order to develop his/her classes. Out of the 15 provided teaching approaches, there were only 6 of them that were used for those teachers. In the first place, Community Language Learning, Audio-Lingual Approach and Task- Based Teaching were the ones that got the highest scores since 2 teachers said that they used it. The Cognitive Approach, Direct Method, and Communicative Language Teaching or what is also known as the Communicative Approach obtained only one response, which meant that teachers preferred the other ones when carrying out the classes. Even though, almost all the approaches were not selected, which could lead to think that they were not an option for teaching, investigators knew that teachers from the University of El Salvador never used a single approach when teaching, but a combination of some of them. This was something significant for this investigation since it corroborated that teaching approaches has to do with teachers` understanding about the foundation to teach a foreign language as well as with the curriculum used in the university. It is interesting to highlight that one of the teachers said that he did not use any of the provided teaching methods, which led researchers to think that probably he had an additional that was not listed in the information provided by researchers. Besides that, it is necessary to mention that investigators expected more information from teachers in this specific question, since it was given the space for doing so. In other words, the expected data were not gathered because teachers did not extend their points of view of the different teaching approaches.

8- Which are the techniques from the teaching approach (es) that you use to develop your classes in a meaningful way?

Teacher 1	"Monitor activities, facilitate material, small groups."
Teacher 2	"Group work, pair work, and all student-centered techniques."
Teacher 3	"Meaningful just means that students can relate to the topic, so I don't understand your question."
Teacher 4	"To emphasize the use of the target language by encouraging students to perform dialogues, to tell and share anecdote, to read and discuss for pleasure without grammatical analysis, etc."
Teacher 5	"I give them more practice in communicative activities."
Total	**5**

Analysis: This question was closely related to the previous one, since it was about the techniques from the teaching approach (es) that each teacher used when developing the different activities during the classes. As well as in question number 7, they made use of a variety of techniques taken from the different approaches. One teacher said that he used the technique of monitoring students` work when getting in pairs or group work, as well as facilitating the necessary material for carrying out the activities in classes. Besides that, to emphasize students` correct use of the target language is another technique when teaching. Even though they used different techniques when teaching, they were in agreement that their decision of using them is for developing the classes in a meaningful way. In other words, in a way in which students could feel identified with the language and that they found it useful.

9-Why do you consider that the techniques that you use are the most appropriate for your classes? Explain

Teacher 1	"They generate clear and challenging scenarios where students can freely create a message."
Teacher 2	"Students participate more."
Teacher 3	"Because they help students to develop communicative competence and accuracy."
Teacher 4	"Because they are part of the systematic process for pupils to develop their extrinsic motivation when discussing real and very well known issues or topics of the everyday life."
Teacher 5	"Because by having students to be involved in oral activities, they will be more likely to improve and learn the target language."
Total	**5**

Analysis: This question was also related to the previous one, since was about the techniques and the reasons why they considered the best option when teaching. Teachers agreed that all the techniques they used were the appropriate ones since all of them contributed to the main purpose of the teaching-learning process, which is communication. One of them said that by using the techniques she used, students were eager to participate more, which is something excellent since that is the objective of having such activities. Not only that but also, by implementing such techniques, students could recreate the appropriate scenarios or situations in which specific vocabulary could be required. One teacher agreed that he used them because he was not only making students participate during the class, but also he was building their extrinsic motivation, which is essential when learning any language. In other words, investigators concluded that it did not matter which techniques each teacher wanted to use or implement in his/her classes, as long as they were for bettering students` different skills, and especially oral ones.

10-If you were to apply a different teaching approach (es); do you consider that it would give you the results you expect? Why?

Teacher 1	"Each approach has a specific purpose. The application of an approach should be based on those objectives and it will certainly work."
Teacher 2	No answer
Teacher 3	Maybe
Teacher 4	"As a matter of fact, a single approach would work. We need them all working in conjunction to get an overall result. So, I don't have a single one."
Teacher 5	"I consider that all the techniques are useful, but depending on the purpose of the activity, that it is the way in which I have to decide which one of them I will use."
Total	**5**

Analysis: Question number 10 was related to the option of changing the existing teaching approach (es) that each one of the participants was previously making use of and if they considered that they could obtain the results they expected to get. Unfortunately, out of 5 participants, there were only 3 teachers who took the time to answer to this question. With the information that researchers got they could conclude that teachers are aware of the importance of selecting correctly the approach when teaching. In other words, as well as one of the 3 teachers, investigators were sure that each approach could work by itself and depending on the purpose of using it. However, and in order to make a meaningful teaching-learning process, sometimes it is necessary to mix them, for getting better results. The other teacher` response was that a little bit similar to the one previously discussed, since he believed that each approach should be used with a specific objective in mind.

11-What kind of teacher` styles describes you the best? (Mark with a check)

Teaching styles	Teachers
Assertive	1
Collaborative	5
Delegator	2
Formal authority	0
Suggestive	3
Facilitative	3
Permissive	0
Personal model	2
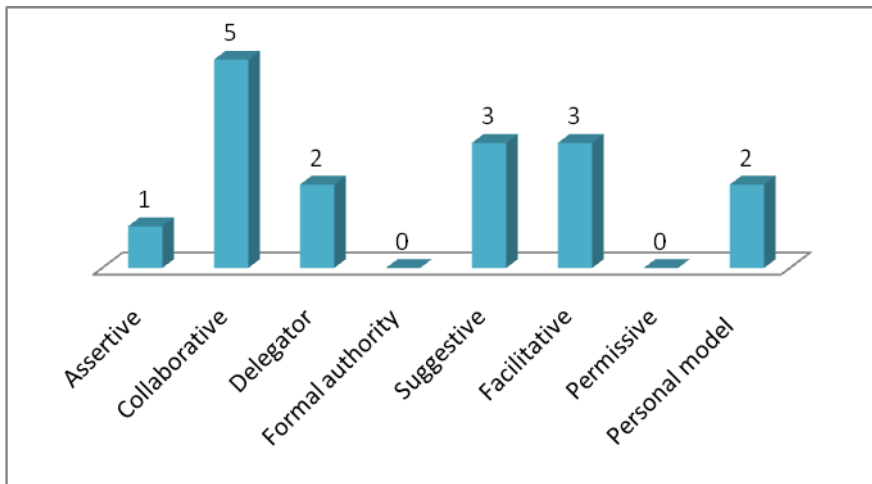
Teacher 1	Collaborative, Suggestive, Facilitative, Delegator, Personal model
Teacher 2	Collaborative, Delegator
Teacher 3	Assertive, Collaborative, Suggestive, Facilitative
Teacher 4	Collaborative
Teacher 5	Collaborative, Suggestive, Facilitative, Assertive, Personal model
Total	**5**

Analysis: Table and graphic number 11 showed how each teacher classified himself/ herself based on the teaching styles they used for their classes. In this question, they were able to choose more than one response, since it is well known that as well as teaching approaches and techniques, teaching styles are a combination of some of them. As it is appreciated in the graphic, all of them said that they considered themselves as collaborative teachers. This result is of great use since when learning a second language; students need a lot of support from teachers` side. Delegator, facilitative and suggestive was the way in which 3 of the 5 teachers classified themselves. By having teachers to describe themselves as any of the previous teaching styles, it was of much importance because in this way students got to know that they could count on them. Another 2 teachers said that they were better described as assertive and personal model. There was not any response for permissive and formal authority. As previously mentioned, researchers got the conclusion that each teacher have his/her own teaching style based on his/her personality.

12-Is your teaching style useful to motivate learners to develop their speaking skills?

Number of teachers	Yes	No	Why?
Teacher 1	✓		"Students feel comfortable, motivated and supported."
Teacher 2	✓		"Students participate most of the time."
Teacher 3	✓		"Students need clear instructions and modeling before they begin to produce."
Teacher 4	✓		"In creating the conditions for students to feel comfortable and free to give out their opinions, By having students to know that the best way to learn is making mistakes when participating but at the same time learning from their "magic process"
Teacher 5	✓		"Students show me that they like the class when they get highly involved in the different activities developed along the class."

	Yes	No
■ Series1	5	0
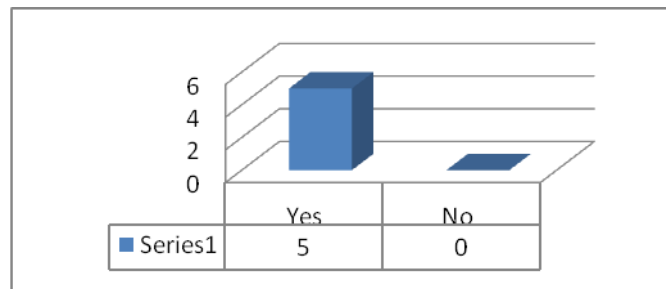
Analysis: The last question had to do with the opinion that teachers had about the way in which they were developing their classes and if whether or not they considered it useful for motivating students. All of them answered affirmatively to the first part for the question. In the other part, teachers had to give the reason why they believed so. Even though some of them expressed their point of views in a different way, all of them agreed that they could notice students` positive attitude towards their motivational classes. For instance, one of them said that students participated more during the class development, which showed that the way in which the teacher was carrying out the class was of the students` interest. Another way in which the teacher knows his/her students feel motivated was when they showed an attitude of comfort or easiness during the class. As a conclusion, investigators agreed that when getting involved in a class in which motivation is the main ingredient the results are even better.

CHAPTER V

FINDINGS DISCUSSION

SUBSIDIARY QUESTIONS´ ANSWERS

After consulting the variety of literature found about the four major academic issues that this study dealt with, researchers understood that all of them were highly related among them. For instance, motivation was linked to the way in which teachers developed their classes, as well as how students reacted to their teachers` participation inside the classroom. On the other hand, the way in which teachers planned and gave their classes was so connected with students` participation in the different tasks to be developed along the classes. Even though, at the end of this investigation researchers arrived to the conclusion that all of them were related, the main purpose of this study was to find whether or not there was a relationship between the teachers' styles and students `oral performance development inside the classroom in the Advanced I level course at the Foreign Language Department of the University of El Salvador. Based on the revised literature, and in the research that was conducted there is a strong link between the two variables: teachers' styles and students' oral performance.

In order to answer the main research question, investigators decided to use a questionnaire for the data collection process, which results and findings were presented in the previous chapter of this study. Now, it comes the time for discussing and interpreting the data that were obtained in the collection stage. In this part, the findings, showed in the previous chapter will be discussed deeply, and researchers will attempt to provide a clear explanation of them.

According to the consulted literature and the theory presented in this investigation, there is proof of the tight relation that exists between the two variables under study, which are teaching styles and students` oral skills development. The main purpose of such investigation was to know the extend in which these two variables were connected between them.

By conducting this study, it was proved that the way in which classes are carried out had a great deal to do with students` development of the necessary oral skills, which are required in order to communicate and become proficient in this language.

Subsidiary question number one was related to the influence that teachers` class performance had in regards of students` motivation inside the classroom. Out of the 21 questions presented on students` instrument, some of them had a direct link with this important aspect of the teaching-learning process. Based on the theory found by researchers, it was proved that the motivation students showed when attending or participating in the class development and teachers` class performance was strongly connected between them. In this investigation, and according to students` responses, investigations arrived to the conclusion that students considered motivation and their teachers` inside the classroom performance as essential. For instance, in some answers that students provided in the open ended questions stage, as well as yes/no questions, they agreed that when their teachers developed activities that promoted their external interest, or also referred as extrinsic motivation, they were more likely to participate and get involved by themselves, without being pushed. This result is really important since substantiated that the two variables, which were teaching styles and students` oral performance were strongly related between them. Another conclusion that can be taken from this fact is that teachers were also aware of the big impact that they had in their students` willingness to participate during the class development. It is important to mention that in this study, all the teachers who participated included in their daily planning different activities that promoted their students` motivation, since they were conscious of the role they played in class. Besides that, they were also aware that students` participation by itself was not a parameter to conclude whether or not they were motivated to participate and get immersed in the class development. They also knew that the quality of that participation was indeed what made teachers be sure that students were participating in the different communicative tasks as a result of their own motivation as well as the one that their teachers injected to them and not just for pleasing them. By comparing the responses gotten from both sides of the process, teachers and students, it was easy to determine that both of them agreed in the existing relation between them in regards of the

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teaching-learning process. In other words, if from the teachers` side, students do not get the enough extrinsic motivation, it would be expected from teachers to have students with lack of motivation since they are missing the drive they need. One side affects the other and vice versa.

Subsidiary question number two was: Why is the teacher's methodology essential in the development of students` speaking skills? In other words, this subsidiary question was aimed to know the reasons why teachers` ways of carrying out classes was important in the development of students` oral skills inside the classroom. According to the consulted literature, the manner in which a teacher develops his or her classes will have a big influence in the way in which students demonstrate they have acquired the necessary oral skill, according to their level. To exemplify this statement, researchers took into account some responses that students provided in the instrument administered to them. For instance, question number 4 was related to the frequency in which students got involved in the communicative activities they were presented during the class. Out of the 135 participants, 70 said that they participated a lot, which is of significant percentage of the sample. Question number 5 was connected to question 4, and it asked the reason of their participation. It was interesting to know that they got involved in the class development due to the motivation they experimented along the class. Based on those responses, researchers concluded that students considered important the way in which the class was carried out and that a great deal of their decision to participate was based on the external stimulus they received from their facilitators. Furthermore, and based on students` answers about their teachers` methodology inside the classroom, investigators were able to conclude that it was not just enough from teachers` side to motivate students and have them have fun in the class development, but also to provide the appropriate materials for having a meaningful teaching-learning process. Another conclusion that was reached was the fact of the relevance that implementing a feasible methodology for improving students` oral performance inside the classroom environment has on the teaching-learning process. In other words, teachers must be aware of the impact their different teaching techniques and strategies have on students` disposition of practicing the target language and improving their speaking skills.

There were other questions that searched to answer the second subsidiary question that this investigation contained. For instance, a question asked whether or not students felt motivated to attend their classes and the reason that drove them to do it. Out of 135 participants, only one said that he/she sometimes did not feel like going to his/her classes, which led to the conclusion that teachers were doing a really good job to engage students` interest. In that same question, they were asked to provide the reason of their classes' attendance. Among the different 21 responses obtained, researchers found interesting that 6 of them agreed that the main reason was the way in which the class was carried out, and the rest agreed that it was due to the opportunities they had to practice and better their target language. In order to conclude the findings of subsidiary question number 2, it is necessary to mention that another question from students` instrument revealed that 112 participants felt motivated to participate in the class development due to the material that the teacher used during the class. In other words, it is an easy task to recognize that teachers` methodology will always make a deep impact on students` willingness to participate, as well as to develop oral skills.

The last subsidiary question was divided in two main parts, which were: To what extend does the teacher`s role take important effects on the development of students` oral performance? And In what ways can students` oral performance be measured in the class? In order to answer the first part of the last subsidiary question, researchers took into account the responses that students provided about question number 4, which was related to the amount of participation that students had when developing communicative activities. Researchers agreed that the way in which the teacher carried out the different stages of the class was of great importance in order to have a meaningful learning process. For answering the second part of this subsidiary question, it was taken into consideration the results obtained in questions number 1, 4, 5 and 7. All of them had to do with the motivation and the participation that students showed inside the classroom and when developing any type of communicative activities. Based on the outcomes obtained in those questions, for researches it was easy to conclude that participation and motivation

were two important elements for measuring students' oral performance because it was through them that teachers knew whether their students were interested in the class development.

In order to conclude this chapter, investigators want to point out some important aspects of the research investigation at hand:

First of all, they want to assure that indeed there is a connection between the two variables that this study deals with, which are teaching styles and students` oral performance since the results they got from the two sides of this investigation revealed it. The link or relationship that exists between these two variables is that students` oral performance is strongly affected or influenced by the way in which facilitators develop their classes and the different communicative activities they include in their planning. In other words, if teachers` objective is to have students to practice the target language in a meaningful way, they must be aware that it is also their responsibility to create the appropriate conditions in order to develop the activities in a way in which students feel not only willing to participate, but also motivated to do it in a meaningful manner. Besides that, teachers must keep in mind that the way in which students will reflect the connection between these two variables, teaching styles and student` oral performance is through their own significant participation and engagement in the teaching-learning process. For instance, if they perceive that they are being motivated enough and provided the appropriate material according to their level, they will do their best in order to do what it is expected from them, which is to produce the language and communicate among them.

CONCLUSIONS

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At the end of this investigation, researchers can conclude the following, based on the three subsidiary questions:

- It was of much relevance to undertake this study related to the link that exists between teachers` classroom methodology and students` oral skills development because in this way it was stated that both sides of the English teaching-learning process were highly involved and if one fails, the other would fail as well.

- Besides that, it showed that the main source of students` oral skills development and improvement were all the communicative activities that teachers carried out along the course and the participation that students provided in such activities.

- As another important aspect to take into consideration in this investigation is the fact that motivation is a key element not only in students` side, but also in teachers` as well, and in the English teaching-learning process in general. It was demonstrated by the obtained results that students valued a lot the extrinsic motivation that their teachers gave them in the different stages of the class development. Also, in the teachers` side was important to know that they were taking action in order to keep motivation inside the class.

RECOMMENDATIONS

After conducting the present study, and making the corresponding analysis of the results, investigators have some valuable recommendations not only for students but also for teachers, since they considered that by taking them into account, the teaching-learning process will reflect a great amount of improvement in both sides of this process.

In general, the 8 teachers who participated in this investigation did a great job, according to students` perception. However, it is necessary to remind them about some important aspects they could include  in their daily class agenda in order to have better results from students` side and make this process a real learning environment.

To teachers:

- In order to have a better class involvement, it is important that facilitators carry out more activities whose main objective is to enhance interaction among students and the teacher himself or herself. In this way, students will feel more comfortable when participating in the class development and the levels of anxiety they might experience would be reduced or would become almost non-existing.

- Teachers should take into consideration the different roles they might play during the class development and keep in mind that their attitude towards students causes a great impact, whether positive or negative. In other words, teachers have to monitor themselves and reflect about the influence they have on students' behaviors.

- Based on the results of this investigation, teachers should always provide the appropriate feedback, so students can be aware of the areas in which they need to work in order to better their English proficiency.

Teachers should keep in mind that it is advisable to provide feedback in the next class to be taught, since in this way they could refresh students` knowledge of the most important points about the previous class. It is necessary for students to count on having feedback from their teachers` side since in this manner they pay more attention in the way in which English is used. Besides having teachers `error corrections, students could also need to have their own peers` feedback to identify strengths and weaknesses as they could provide constructive feedback when classmates are developing oral activities.

To students:

- It is necessary that students make their best effort in order to get fully involved in the different communicative activities that their teachers develop in the class, so in this way they can take advantage of every opportunity they are presented for practicing what they have acquired.

- Students must be aware that it is not only teachers` job, but also their own responsibility in order to improve the different English skills that are necessary for communicating smoothly and accurately.

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ANNEXES

University of El Salvador

School of Arts and Science
Foreign Language Department

Students` questionnaires

Research Question: **How does teacher's style foster students` oral performance in class?**

Objective: To analyze the relationship between the teaching approaches used inside the classroom and students` oral performance by means of students` perceptions.

General information
Gender: Female_____ Male_____
Age: 16- 19____ 20-23 ____ 24-27____ more than 28 _____
Marital status: Married_____ Single _____ Other _____
Major: English as a Teaching Option _____ Modern Languages _____
Main occupation: Work/Study: _____ Work: _____ Study: _____
Workplace: _____
Advanced English group: 1 ___ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____

Instruction: Read carefully the following questions. Subsequently, check the correct answers. You are required to provide long answers when necessary. We ask you to complete this questionnaire by providing reliable information.

About you:

1. How often do you use the target language inside the classroom?

    a. Always__   b. Sometimes__   c. Hardly ever__   d. Never__

2. Do you monitor yourself? Yes ____ Not _____

3. How often are you exposed to activities that replicate real situations in the class?
    (Role plays, information gap exercises ,guessing games, class discussions , simulations
    jigsaw activities, chain story, debates, others)

    a. Always__   b. Sometimes__   c. Hardly ever__   d. Never__

4. How much do you participate in communicative activities during the class?

    a. Too much__   b. A lot__   c. Enough__   d. Not much__

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5. When you participate, you do it because:

a. The teacher asks you ____

b. You are motivated to do it ____

c. You feel pushed by your peers ____

d.Others_____

6. What do you consider that motivates you to participate in communicative activities?

- The personal satisfaction you will feel after participating _____

- Because the teacher will give you a reward/punishment _____

- Because you feel ashamed for not taking part in such oral tasks as much as your classmates do__

- Others:_____

7. In general, do you feel motivated to attend your English class? Yes ____ No ____

Why? _____

8. Do you consider that by developing communicative activities in the class your oral performance can be improved? Yes _____ No _____ Why? (Choose all that apply)

- You have the opportunity to practice the target language _____

- You can get teacher's feedback if you make a mistake _____

- You practice your new language in real situations. _____

- Others:_____

9. According to your perception, which students have a better oral performance? (Choose all that apply)

- The ones who participates a lot during the class, without being asked to _____

- The ones who are shy and participate from time to time, just when they are asked to_____

- The ones who don't speak during the class _____

- Others_____

About your teacher:

1- How often does the teacher include communicative activities in the class?

a. Always__   b. Sometimes__   c. Hardly ever__   d. Never__

2- Which of the following communicative activities does your teacher develop in the class?

Role plays	_____	Information gap exercises	_____
Guessing games	_____	Class discussions	_____
Simulations	_____	Jigsaw activities	_____
Chain story	_____	Others	_____

3- What does your teacher do for motivating you to participate in the class?

- He/She brings extra and interesting material to the class   _____

- He/ She carries out a lot of games and activities in which oral skill is required_____

- He/ She does not do anything from the above _____

- Others_____

4- How much does your teacher talk during the class?

a. Too much__   b. A lot__   c. Enough__   d. Not much__

5- How often does your teacher give you feedback about using correct grammatical structures?

a. Always__   b. Sometimes__   c. Hardly ever__   d. Never__

6- How often does your teacher bring authentic material (newspapers and internet articles, among others) to develop oral performance?

a. Always__   b. Sometimes__   c. Hardly ever__   d. Never__

7- Does your teacher emphasize the use of the new words in class?

a. Yes__   b. No__

8- Do the communicative activities presented by the teacher include the vocabulary learned through the use of authentic material?

a. Too much__   b. Not much__   c. A lot__   d. Enough__

9- How often does your teacher provide you with feedback when you make any mistakes?

a. Always__   b. Sometimes__   c. Hardly ever__   d. Never__

10- When does your teacher correct you when you make a mistake?

a. Immediately after you finish speaking.   ____

b. While you are speaking.   ____

c. The teacher never corrects me.   ____

d. Others _____

11- How often does your teacher make emphasis on the correct use of the parts of speech? (Verbs, adverbs, adjectives, nouns, conjunctions, prepositions, interjections, etc)

a. Always__   b. Sometimes__   c. Hardly ever__   d. Never__

12- How often does your teacher relate the topic that he/she is currently developing to the previous one?

a. Always__   b. Sometimes__   c. Hardly ever__   d. Never__

Universidad de El Salvador

Hacia la libertad por la cultura

Teachers` questionnaires

Research Question: **How does teacher's style foster students` oral performance in class?**

Objective: To learn teachers` opinion about the improvement of students` oral performance through communicative activities developed inside the classroom.

1- In your own words, how would you define motivation in a general term?

2- Do you consider that you motivate your students to participate during the class? If so, how do you do it?

3- Which activities do you include in your planning for developing students` speaking skills?
 (Role plays, information gap exercises, guessing games, class discussions, simulation, jigsaw activities, chain story, debates, others)

4-   In your own opinion, do you consider that motivation in general terms is linked to students` oral performance? If so, how?

5-   How do you know when a student is motivated? How do you know when he/she is not?

6- In your opinion, which activities do you consider that give better results for improving students` oral performance? Why?

Role plays   _____   Information gap exercises   _____

Guessing games   _____   Class discussions   _____

Simulations   _____   Jigsaw activities   _____

Chain story   _____   Others   _____

7-What is the teaching approach you use the most in your classes? (See them below)

Method	Principles and techniques
Grammar Translation Method	Fill in the blacks, memorization of vocabulary lists with their native language translations, use words in sentences, etc.
Direct Method	Read aloud, question and answer drill to practice new words and grammatical patterns, conversational practice, dictation, etc.
Audiolingual Approach	Dialogue memorization, repetition drills, chain drill, grammar games, transformation drill, etc.
Total Physical Response	Giving commands in isolation and in action sequences, responding to the commands as a whole class, etc
The Silent Way	Functional vocabulary is crucial, the teacher speaks minimally using a pointer and gestures, elicits self-correction and peer modeling, etc.
Community Language Learning	Small group tasks based on the transcribed text where students create new sentences using words from the text. Language material is leaner-generated.
Dessugestopedia	L1 is used to teach vocabulary and comprehension. Changing students` identities; textbooks contain connected dialogues and texts, with main characters, plots, etc.
Communicative Language Teaching	Use of authentic material, information gaps that provoke communication, scrambled sentences and stories, etc.
Cooperative Language Learning	No explicit position regarding L1 use. Activities aim to foster group cooperation and collaboration, peer evaluation and self- evaluation.
Content- Based Instruction	Language is taught through content-driven syllabus, including texts from various content-areas. The focus is on language building, discourse competence, all four skills.
Whole Language Approach	Most of the activities/materials are learners selected or generated; no pre-planned syllabuses or lessons. Authentic texts are used, primarily from literature.
Task- Based Teaching	Authentic tasks are essential in this approach and the process of accomplishing them usually through group interaction, e.g. Planning a trip, selecting a flight and a hotel, etc.
The Cognitive Approach	Activate students` existing knowledge of related linguistic items (grammar and vocabulary) and topics facilitates learning (brain storming, word sorts, predictions, semantic maps, etc)
The Natural Approach	Use of L1 is forbidden. No specific techniques are prescribed; these can be borrowed from other methods as long as they provide adequate input in the target language.
The Lexical Approach	The main teaching unit are words, idioms, semi-fixed expressions, collocations and chunks of texts, grammatical structures are treated as lexical items, etc.

Synopsis taken from Practicum classes at SIUC (fall semester 2010)

8- Which are the techniques from the teaching approach (es) that you use to develop your classes in a meaningful way?

9-Why do you consider that the techniques that you use are the most appropriate for your classes? Explain_____

10-If you were to apply a different teaching approach (es), do you consider that it would give you the results you expect? Why?

11-What kind of teacher` styles describes you the best? (Mark with a check)

Teaching styles	Description	
Assertive	Gives directions, asks direct questions, gives information	
Collaborative	Elicits/accepts and explores learner's ideas, relates personal experience (empathize)	
Delegator	Tend to place much control and responsibility for learning on individuals or groups of students.	
Formal authority	Places firm limits and control on the students.	
Suggestive	Suggests alternatives, offers opinion, relates personal experience (model))	
Facilitative	(Elicits/accepts learner's feelings, offers feelings, encourages, uses silence)	
Permissive	He or she is the one who really just wants to be friends with his/her students.	
Personal model	Tends to run classes with emphasis on demonstrating and modeling.	

Taken from Teaching Styles/Learning styles: An educational monograph for community-based teachers (2008)

12-Is your teaching style useful to motivate learners to develop their speaking skills?

Yes _____   No_____   In which way? _____

University of El Salvador

School of Arts and Science

Foreign Language Department

Licda. Cecilia Reyes de Amaya
Licda. Gilma de Laínez
Lic. René Hernández Rivas
Lic. Ricardo Cabrera
Lic. Peter Carbajal
Licda. Magaly Abrego
Lic. Balmore Lipe
Lic. Rolando Guzmán

Main Campus, November 18th, 2013

Dear Tutors:

We, Douglas Alejandro Tobar Canizalez TC07004, Roberto Arnoldo Ramírez Martínez RM06010 and María del Carmen Henrìquez Dueñas HD07009, would like to request your collaboration, willingness and permission for gathering the data that we need for carrying out our Research Project, which is entitled "How does teacher's style foster students` oral performance at the Advanced English I classes at the Foreign Language Department?" The way in which we will obtain such information will be by means of a questionnaire that will be administered not only to students but also to teachers. In the case of students, we plan to take into consideration just half of students that compose each advanced group, and they will be chosen randomly. Regarding teachers` participation, we would like to have the opinions of all of you since it is important for our research project.

Every one of us is going to take different groups for administering the questionnaires in order to cover all the Advanced English groups. We plan to pass them as soon as we have your approval.

Thank you so much for your attention and collaboration.

Sincerely,

Douglas Alejandro Tobar Canizalez
Roberto Arnoldo Ramírez Martínez
María del Carmen Henríquez Dueñas