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Factors affecting communicative interaction among students of the Foreign Language Department out of classrooms.

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To
Juan Carlos Cabrera Lazo
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Factors affecting communicative interaction among students of the foreign language department out of classrooms.

Practice is a critical aspect in successful learning, especially when referring to language learning. The present essay is an analysis of the factors that affect the communicative interaction in the English language among students of the B.A. in English out of classrooms. In order to have a better analysis, these factors have been classified in three categories: Personality factors, Social factors and Cultural factors. Next, based on the bibliographical research and in the investigation made in the last months it is presented a general description of the main aspects implicit in each category that are affecting in this matter.

The lack of practice of English language among students of the Foreign Language Department out of classrooms is a problem caused by: Personality, Social and Cultural factors.

Personality factors: When talking about language learning, it is important to remember that different students have different personalities. Brown (1994) defined personality as "the emotional side of human behavior" and also said "understanding how human beings feel and respond and believe and value is and exceedingly important aspect of second language acquisition". Consequently, it is necessary to consider three personality aspects that are involved in the problem studied.

Students show low self confidence when speaking English is the first aspect to study. Self confident people trust their own abilities, J. Lemus (Personal

communication, June 26th, 2004) mentions: "the lack of practicing of English language out of classrooms is a question of self confidence. Students think that when speaking English they must be perfect, so it is not good to make mistakes; as a result they are afraid of practicing the language." The Counseling Center (1998) reports: "the lack of self confidence is not necessary related to lack of ability". According to this, many students are able to develop many skills, but they do not have the enough confidence to do it. The second aspect to consider is the low level of motivation that students show. Brown (1994) reveals that "motivation is the most often used term for explaining the success or failure of any complex task. Motivation then is an inner drive, stimulus, impulse, emotion or desire that moves one to a particular action." Students of the Foreign Language department show low motivation to speak in English when this is not required to them. The last personality factor to consider is the expectation for self regarding language acquisition. W. Hernández (Personal Communication, June 14th, 2004) thinks "most of the students decide to study English to get a profession as soon as possible, their goal is to work quickly they do not want to learn English for real communication". What students expect to achieve from the learning of English determines also the level of interest they have in practicing English.

Social factors: learning a language is a social process where the interaction among people is very important. Nobody can learn to speak either first or second language by him or herself in isolation. Based on this reasoning there are three social aspects that are falling into the problem in question.

The first aspect to consider is the deficiency on having a model. According to Henson and Eller (2000) "the social learning is a process by means students learn to

imitate the behavior of somebody else". Then, teachers became models for their students, "students are going to imitate the behavior of influential people. The other aspect to study is the political Ideology in the University of El Salvador. Lic. Lara (2004) mentions: "there is a certain resentment and rejection toward the domain that exerts the United States of America. If we are talking about the University of El Salvador the political ideology will influence the acceptance of its students to practice English". This is because English is one of the main aspects that represent the American world.

Cultural factors: Cerón says: "culture of a society is defined as its members' way of living; it is the set of ideas and customs that are learned, shared and transmitted from generation to generation". Therefore, Salvadorans' way of living, ideas and customs will affect every situation of their lives, including their learning of a language such as English. So, it is important to consider three cultural aspects that are involved in the problems in consideration.

First, it is a fact accepted by specialist that Salvadoran culture tends to be very conservative. About this, Lara (2004) says: "Salvadoran culture is a culture with a strong conservative content. It is evident in many aspects of Salvadoran context such as politics and language, because it is not easy to accept new ways of governments as it is not easy to accept a new language". Other cultural aspect to consider is the attitude of ridiculing to new things. Lemus (2004) mentions: "it exists a big social pressure when people listen to somebody speaking English and do not think 'it is right that she or he speaks English", but 'he or she is presuming'. People in El Salvador make fun of almost everything, so to avoid that scoff, students decide not to speak". When students

are in the classroom they feel like a compromise to speak but when they are out of the classrooms the compromise does not exist any more. Another aspect to mention is that a survival spirit is part of the Salvadoran culture. Lara (2004) sustains: "survive is a value of Salvadoran that is opposed to make an additional effort to achieve better conditions of living and better levels of education. In that sense learning English implies an extra effort that does not have immediate benefits".

Personality Factors: When talking about language learning is important to remember that different students have different personalities. Many authors have done many researches about how personality influences the learning process. For example, Brown (1994) defines personality as "the emotional side of human behavior" and also says "understanding how human beings feel, respond, believe and value is and exceedingly important aspect of second language acquisition". According to this, emotions, feelings, beliefs, and values of every person can determine the success or the failure of any foreign language acquisition process. Kenneth and Ben (1999) consider that emotional characteristics influence the way in which a person relates each other and in the way each other relates to him or her, this is specially truth in the case of students and teachers.

Human beings go through different learning processes during their life. First, at home and after some years at school; since then, they pass great part of the time at school interacting with classmates and teachers. This process determines their emotions, thoughts, and abilities. Kenneth and Ben (1999) sustain that our experience which includes "the accumulation of thoughts, feelings and abilities determine the way

in which we relate to others". Therefore, teachers become a strong influence in what students will be in the future.

Due to these reasons, already analyzed, it can be considered that affective factors are critical for effective learning. Consequently, this essay will consider three personality factors that are interfering in the speaking of English language out of classrooms. These factors are:

- ➢ Deficiency of motivation
- ➢ Low self-confidence
- ➢ Just laboral expectations for self regarding language acquisition.

Deficiency of motivation: Nunan (2000) affirms "unmotivated students just will not learn". That seems to be a radical utterance, so could emerge some questions to understand the role that motivation plays in the learning process, such as: What is motivation? What are the consequences of being an unmotivated student?, How are the students of the Foreign Languages Department being affected by a deficiency of motivation?. Next, these questions are analyzed and answered based on the related people's points of view and the results of the research made to elaborate this essay.

Brown (1994) defines motivation as the "inner state of need or desire that activates an individual to do something that will satisfy that need or desire". Besides, Nunan (2000) considers motivation as "an inner psychological drive that impels people to action" and establishes a "correlation between motivation and achievements". Then, motivation is the feeling that makes a person to achieve something, motivates will take

somebody from the desire to the action. According to this reasoning, it will be easy to know when somebody is motivated and when not.

Deci and Ryan (1983) affirm that "motivated activities are those that the learner engages in for their own sake because of their value, interest, and challenge. Such activities present the best possible opportunities for learning". In the same way in which a person is motivated to learn, she or he will behave to achieve the learning. At this point it is necessary to reflect, why does an individual decide to learn? The need and/or desire that moved somebody to learn will determine a great part of the advantage that a person takes for achieving the wished learning.

But not everything depends on the individual due to we talk about learning; we should take into account that in every learning process participate two parts, the teacher and the learner. About this matter, Nunan (2000) said "the ability in every teacher's repertoire". Yes, teachers can contribute to increase or decrease their students' motivation and teachers must be aware of this fact in order to reach their most important goal, which is the effective learning. Teachers should remember that the more motivated students they have, more participative and interested learners they will have. On the contrary, unmotivated students will turn into a really hard problem that will interfere in the other's progress.

In the Foreign Languages Department, teachers are conscious that motivation is an important aspect of learning process. For example, L. Olivares (personal communication June 30th/2004) mentions: "Motivation is very important in the classroom, but sometimes as teachers we do not know how to motivate our students in

the best way". So it is necessary to assign an important place to motivated activities; this has become evident during this research.

In a survey (see annex A-1) run to 157 students of the Foreign Language Department it was asked to them How often does your teacher encourage you to speak English during classes? The answers revealed that a 36% of the students feel motivated very often and a 32% feel always motivated (see annex B-1). But when it was asked to them how often does your teacher encourage you to speak English out of classrooms? Just an 8% says that always and 14% says that never (see annex B-2).

Teachers should not limit the use of English to the classrooms walls. About this J. Lemus (Personal communication, June 30th /2004) thinks "in the Foreign Language Department must be a controlled environment, a context where teachers speak English, where the objective of the career is that, it is dedicated to the speaking of the English language". So, what is happening? Well, teachers of the Foreign Languages Department provide motivation to their students but just during classes.

Outside classrooms something different happens. It is common to find teachers in the halls speaking Spanish to their students and talking about different matters, such as: classes, sports, personal matters, etc. Furthermore, it is common to see teachers speaking among them in Spanish. It shows the deficiency on motivation beginning with the teachers of the Department. That makes it think how they could expect students speak English out of classrooms without enough motivation.

Low Self Confidence: On the other hand, the deficiency on motivation is being reflected in other aspect of the students' personality that is the second factor to consider Low Self-confidence. Brown (1994) defines self-confidence as the "evaluation which the individual makes and customarily maintains with regard to himself, it expresses an attitude of approval or disapproval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. It is a personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself".

Brown (1994) also divided self-confidence in three categories: General, Situational and Task. The task self confidence refers to one self evaluation of a particular aspect of the process such as, speaking, writing, etc. In the survey passed to the students of the department it was asked to them which of the four macro skills was the one with the highest grade? 42% answered reading, 38% answered writing (see annex B-3). These results show that students have low self confidence when the task has to deal with speaking. Besides that, this also reveals a problem with the listening skill because of just 6% (see annex B-3) of the students consider listening as their best skill. This is important due to listening and speaking are the skills that have to do with daily communication. If somebody can not understand what others are saying, hardly he will be able to formulate an answer.

Moreover, J. Lemus (personal communication, June 30th/2004) considers that "what it is causing the problem is the level of self confidence that students have with the domain of the language. For example, some students have major domain and others have lower domain of the English language. As a result when they speak among them,

they show themselves that they have low domain of the English". Speaking involves knowledge about the language, topics, and the control of the conversation. Not for every body is easy to achieve those aspects of the speaking skill.

Even though it would be impossible to reestablish the low general self confidence of somebody in the classroom, it is possible to improve in the task self confidence. Teachers can use expressions such as, "excellent" or "good job" not only in the classroom but also out of it. Then students will feel more comfortable and more capable to progress in their speaking skill.

Just laboral expectations for self regarding language acquisition: this is closely related to motivation. Nunan (2000) defines two basic types of motivation: Instrumental and Integrative motivation. Instrumental motivation drives the learner to acquire another language for money, career or power. Integrative motivation arises out of a desire to identify with the culture or community that speaks the language.

Brown (1994) mentions that the two types of motivation are not necessarily mutually exclusive. Most situations involve a mixture of each type of motivation. When it was asked to the students of the department: What situations identify you? 50% answered "If I speak English very well, I will have more possibilities to have a good job" (see annex B-4). On the contrary, the 24% answered "I am highly satisfied of being able to communicate in English in real life" (see annex B-4).

These answers show an unbalanced between instrumental and integrative motivation. Most of the students see English as a tool, they use it inside of the

classrooms and they do not have many problems but when they are out of the classrooms and the tool has to become part of their daily life they are not able to use it. So, it is necessary to understand, what do students of the Foreign Languages Department expect from learning English? The answer has become evident with this research; students of the department expect to find a good job.

But the question is: is this expectation enough to make them speak English? No, it is not. Students required expecting more of this learning process. For example, students could expect that as the time goes they will be able to integrate English as an important part of their lives, then they are going to use it not only as a tool for working but also as a real way of communication what will result on a notorious improvement of their abilities as English professionals. Just then they will take benefits of the opportunities they have to speak English in or out of the classrooms what finally is going to give them good reasons to feel self confidents and motivates to reach any goal in their lives.

Social Factors: Richards (2002) points that "communication derives essentially from interaction and language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange, where shared values are expressed in the language." Based on this point of view, we can affirm that language is a social process in which people have to communicate, where interaction is a key point for developing and acquiring oral proficiency. At this point, all the people around the learner play an important role in his or her learning process in a way that these people can affect positively or negatively the progress of the learner.

For example, Kenneth and Ben (1999) consider in their theory of social learning (which studies how a person learns by means of observation, modeling, and imitation of others behaviors) that among the relations that exert a strong influence can be mentioned classmates' relationships, friends' relationships, teachers' models, and educational environment.   Therefore, this analysis of social factors affecting communicative interaction among students out of classrooms will be focused on two aspects that resulted the most evident of all the ones studied, and those are:

➢   Deficiency on having a model

➢   Political ideology in the University of El Salvador.

Deficiency on having a model: Kennet and Ben (1999) state that "students value the models so teachers should provide them a model to follow". They define modeling as "the process by means students learn to imitate the others people's behaviors (teachers or students); being more probable that the students imitate their teachers' behavior". It is important to point that some models have more probability to be imitated; those are the ones that seem to be warmer and more affectionate for the students. When teachers show themselves as affectionate persons, they increase their ability and influence as model. When this occurs students establish a contact with teachers and classmates, students observe their behavior and can gradually adopt their language.

But not only teachers are in charge of providing model, other classmates can also contribute to offer a model to their partners. A strategy like tutories is an effective method to offer model in the same level of age and with high level of confidence. Teachers can also contribute with providing a model by means of promoting activities

in which students could be exposed to many kinds of scenes, situations, accents, and voices. This implies providing a context where the language can be effectively used as in real life.

Based on these reasons, it can be assumed that teachers can be good model for their students in every moment, not only inside the classrooms but also out of them. In the survey, it was asked to the students some questions that revealed how they consider the modeling of teachers in the department. First, it was asked: How often do you speak English during tutoring sessions? The 48% answered sometimes (see annex B-5). Also, it was asked them: What factors encourage you to speak English out of classrooms? The answers show that just 5% consider teachers model as a factor that motivate them to speak (see annex B- 6).

These answers reflect two important points: first, students consider necessary to have a model from the teachers but the one that teachers have provided until now is not enough to increase students' interest to speak. And second, teachers should remember that their behaviors are being observed by their students in every moment, they could become a positively model as long as they are conscious of being inside and outside classrooms regarding the learning of English.

Political ideology in the University of El Salvador: C. Lara (personal communication, June 24th/2004) mentions that "there is a certain resentment and rejection toward American domain. In the University of El Salvador, the political ideology influences mostly those students who belong to the mid class of the society".

In the University of El Salvador, it was common to listen expressions such as "fuera yanquis" or "alienados". The political environment is very notorious because there are students associations that promot the developments of a social consciousness. These organizations are constantly involved in the political affairs of El Salvador and also they behave as an opposition force, especially if those affairs have to deal with El Salvador and The United States of America governments.

Definitely, nobody in the university can deny how this one is involved with the political troubles of this country. Besides this, it has been added the influence that the American culture has in our own culture S. Bernal (personal communication, June 16th/2004) thinks that this fact is promoting an inner battle for those who want to speak English but at the same time they are against American ideologies. According to W. Hernández (personal communication, June 14th/2004) "the university is "antigringa" by nature due to it provides students with the knowledge tools that make them reason about the American threat and laws".

Of course, it is impossible to think that it does not affect the way we learn, especially when learning something that clearly identifies the American culture as it is the English language. This has been revealed in the answers that students provided when it was asked to them what factor discourage you to speak English out of classrooms? From among fifteen possible options of answers they considered the next one: " I would not like other call me gringo or alienado" in the fifth position attributing 14% of total of answers (see annex B-7). So the educational environment exerts an important influence in the way students of the university learns. Consequently, it is also

affecting the communicative interaction among students of the department out of classrooms.

Cultural Factors: Culture has been defined by Brown (1994) as "a way of life". It is the context in which we exist, think, feel and relate to others. It is defined as the "ideas, customs, skills, arts, and tools which characterize a given group of people in a given group of time". Lara (2003) goes beyond stating that "culture is not subordinated to arts and sciences limits, it implies a variety of values and symbols that are produced in enclosures such as mass media, cyber space, and the daily life itself".

According to this, a language is part of a culture and a culture is part of a language. Brown (1994) explains that "language and culture are intrinsically interwoven like that one can not separate the two with out losing the significance of either language or culture". In El Salvador, the culture has been impacted by internal and external factors that are in one hand changing values, conceptions, and social standards of Salvadoran daily life and on the other hand, reaffirming and reconditioning those values that are beginning to develop in the new cultural context. Some of these factors are related with the lack of speaking English out of classrooms and three of them are going to be analyzed in this essay:

➢ Salvadoran culture tends to be conservative

➢ Salvadorans ridicule new things

➢ Salvadorans have a survival spirit

Salvadoran culture tends to be conservative: about this C. Lara (personal communication, June 24th/2004) points a very interesting opinion that should be

mentioned again: "Salvadoran culture is a culture with a strong conservative content. It is evident in many aspects of Salvadoran contexts but mainly in two specific contexts: politics and language, because for us it is not easy to accept new ways of government and it is not easy to accept new language. S. Juarez (personal communication, June 16th/2004) mentions that "people in El Salvador are not accustomed to listening somebody speaking English, so they do not accept it". Therefore, the traditional character of Salvadoran culture interferes in the incorporation of English speaking.

For instance, when any Salvadoran is speaking English we do not immediately accept it, but what comes to our minds first is some questions like why is he or she speaking English? If the class or the meeting already finishes why is he or she still speaking English? What am I going to say if she or he talks to me? In other cases, some people prefer avoid an English communicative approach. Those reactions are perfectly normal within Salvadoran culture.

These aspects have been reflected by the student of the Foreign Language Department through the survey passed to them. The results show that one of the factors that discourage students to speak English out of classrooms is the feeling of losing their identity (what means to become a traitor that prefers other cultures than the own one, what could result in negative judgments from the rest of the people) with a 20% (see annex B-7). It is evident that Salvadoran students in the department are very conservative, this makes it difficult for them to accept the use of English as a second language.

The attitude to ridicule new things: J. Lemus (personal communication, June, 30th/2004) mentions: "It exists a big social pressure when people listen to somebody speaking English, they do not think "it is right that he speaks English" but "he is presuming". People in El Salvador make fun of almost everything, especially among teenagers and young adults, so to avoid that scoff, students decided not to speak S. Juarez (personal communication, June 16th/2004) adds: "people tend to see somebody who speaks English as a weird person".

This way of thinking is very common among Salvadorans since we are strongly influenced by other's point of view. Even though, we do not accept it, we take into account what others are going to think or say about our actions before doing them, without caring if that influence is positive or negative.

In the Foreign Language Department, this cultural factor is also interfering with the speaking of English out of classrooms since when it was asked to the students: "What was their reaction when they listened to somebody speaking English" 40% answered "I consider him or her ridiculous**"** (see annex B-8). Besides that, being called "gringo" or "alienado" was another aspect that discourages students to speak English. Since 14% checked that option (see annex B-7).

The third factor to consider is the survival spirit that is part of Salvadoran culture. Lara (2003) explains: "Salvadoran people have an unfortunate conception of life that privates them of a better life desire. Most Salvadorans are satisfied with having money for food, clothes, a low level of education." So, they are not interested in improving their conditions of life. Even though this is not true for everyone and there

are others that really look for improvement, every Salvadoran has a little bit of that spirit inside him. The question is, how does the survival spirit affect students in their practice of English?

This can be demonstrated in the fact that most of the students do not like to make an effort to speak English when it is not required to them as it is out of classrooms, In the survey, it was asked to them "Do you think that speaking English implies an extra effort?". The 60% answered "Yes" (see annex B-9). G. Escobar (personal communication, July, 2nd /2004) says that "students do not want to make any effort to improve their speaking skill by themselves. They want teachers to do everything for them". Of course, this is also affecting the communicative interaction among students of the department.

This essay is the result of a research focused on finding the causes of the lack of speaking English by the students out of classrooms. It is important to mention that the factors found are the main factor factors affecting this matter but they can be considered as the beginning for an important research that first makes students and teachers be aware of the existence of the problem. And second, it shows a light about the possible roots of the problem that finally it is the beginning toward the solution.

Three aspects that are affecting the communicative interaction among students have been analyzed: Personality, Social, and Culture factors. There is a very closed connection among these factors since they depend on one to another. To understand this let's think of an example: when you observe a group of students in a classroom, you will notice the different ways in which the students express themselves when interacting

among then. Some students seem to be shy and isolated and some other result to be the contrary, extroverted, easygoing, dynamic, etc.

This shows that a social interaction is needed to know the students personality. For these reasons there is a strong link between these factors, but what about cultural factors? Culture determines how people will interact in the social environment, for example: in some cultures it is not allowed for women to express their points of view or to talk with other people different from their families, Arabic and Asians cultures are examples of this. It would result inappropriate that inside of a classroom, a woman prompts a conversation. For that reason it is necessary to understand how Salvadoran culture is and how it influences our behavior with others, creating so a connection with social and personality factors.

First, the personality factors were considered as the factors that exert the strongest influence in the problem. The deficiency on motivation, according to experts motivation plays a very important role in effective learning. During this research it becomes evident that the Department's students have a notable lack of motivation what at the same time reveals that most of the students are focused more on laboral expectations than on making of the English language part of their daily life. On the other hand, the low self confidence has resulted in students who do not like to take risks and that are more focused on the mistakes they have when speaking than on the proper speaking that they are acquiring gradually. These aspects result being the factors that mostly impede that the students of the department practice English orally out of classrooms.

Next, the social factors, which are closely related to the personality factors, were divided into two aspects: the deficiency on having a model and the political environment in the University of El Salvador. Here, it was analyzed the importance of having a model and how teachers can provide good models to their students not only in the classroom but also out of it, that they are always aware of this fact in every moment. Besides, it was considered how the political environment that exists in the University of El Salvador affects negatively in the learning of English that is clearly an identity symbol of American culture since the University of El Salvador has been considered traditionally as part of the left side of Salvadoran politics.

Therefore, since the civil war in El Salvador took place, it appeared a rejection environment toward everything that represents American culture. It is well known fact that the foreign Language Department was hardly accepted by the rest of the University during the civil war years. That rejection has been overcome as the time has gone by and with Salvadoran cultural changes. Until now there is more acceptances to the English language and culture. But it has been considered in this essay some opinions about the culture of The United States that still persist and influence the students' points of view about speaking English.

Finally, the cultural factors were studied, with the objective of understanding the way in which Salvadoran traditions, customs, and ways of thinking affect the students of the department in their speaking of English out of classrooms. There, it was considered three cultural aspects that result being the ones that mostly affect the matter in question, those were: the conservative culture, the attitude to ridicule new things and the survival spirit of Salvadorans have.

About the conservative culture it can be concluded that this impedes the acceptance of something that is different to what is different to what is known as traditional promoting in them a negative disposition to speak English. The attitude to ridicule new things here it was analyzed how Salvadorans make laugh when something new is presented. This is exactly what happens with the English language, the students of the B.A. in English show that Salvadoran attitude when somebody speaks in English, as a result, most of them decide to avoid practice the speaking skill due to the fear of being a scoff's target of other classmates. On the other hand, the survival spirit that Salvadorans have was found among the students of the B.A. in English the results show the attitude of resignation of having just the necessary things to survive avoiding any effort that could have positive results as it is to speak English.

Every part of the essay was considered with the help of experts and with the results of the research done, and it has been established the factors that were considered as the ones that most affect the problem. It is expected that it results being useful not only for teachers but also for students and then helps them to reflect about the problem and to look for a solution.

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❖ **<u>Escobar Guillermo.</u>** Professor of Foreign Languages Department, University of El Salvador. Personal communication, San Salvador, July 2nd 2004.

❖ **<u>Olivares Lilian.</u>** Professor of Foreign Languages Department, University of El Salvador. Personal communication, San Salvador, July 2nd 2004.

Annexes

Annex A

Annex A-1

Survey

Objective: This questionnaire is intended to determine the factors that influence the lack of communicative interaction in English among the students of the B.A. in English out of classrooms.

 Direction: Answer the questions sincerely. General Information:
Gender   F○   M○   Age: _____   Semester of study:_____
Do you work?   Y ○   N○ Part time ○   Full time ○
1. Check the subject you have already taken:
Basic English ○   Pronunciation   ○
Intermediate English I   ○   English Grammar I ○
Intermediate English II ○   English Grammar II ○
Advanced English I   ○   Advanced English II ○
2. When you were taken the English courses which o the macro skills was the one with the highest grade?
Listening   ○   Speaking   ○   Writing   ○   Reading   ○
3. Before answering this question read the following terms definitions:
Novice: Ability to communicate minimally with memorized material.
Intermediate: Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.
Advanced: Can narrate and describe in past, present and future time/aspect, and handle a complicated situation or transaction.
Superior: Can support opinions, hypothesize, discuss abstract topics, and handle a linguistically unfamiliar situation,
 What proficiency level in oral production of English do you consider have achieved?
 Novice ○   Intermediate ○   Advanced ○   Superior   ○
4. How often do you speak English during classes?
Never ○   Seldom ○   Sometimes   ○   Very often   ○   Always ○
5. How often do your teachers encourage you to speak in English during classes?
Never ○   Seldom ○   Sometimes   ○   Very often   ○   Always ○
6. How often do your teachers encourage you to speak in English out of classes?
Never ○   Seldom ○   Sometimes   ○   Very often   ○   Always ○
7. How often do you speak English during tutoring sessions?
Never ○   Seldom ○   Sometimes   ○   Very often   ○   Always ○
8. How often do you speak English out of classes?
Never ○   Seldom ○   Sometimes   ○   Very often   ○   Always ○
9. Do you think that students of the Foreign Language Department have opportunities to speak in English and to be exposed to the language?
Y ○   N ○
10. Do you know that there is a conversation club in the department?
Y ○   N ○
11. Would you like to be part of this club?
Y ○   N ○

12. Check the places where you speak in English as a practice and how of ten this happens:

Place	Never	Seldom	Sometimes	Always
The bus				
At home				
The "mesitas"				
The cafetería				
The teachers' offices				
The building's halls				
At the lab				
At the supermarket				
At the shopping centén				
At the job				

13. How important is for you the development of the speaking skill?
Not very important ○   Important ○   Very important ○   Extremely important ○

14. Are you interested on improving your speaking skill?
Not very interested ○   Interested ○ Very interested   ○ Extremely interested ○

15. Out of classrooms who do you practice English with?

Only classmates   ○   Teachers, classmates, friends   ○
Only friends   ○   Native speakers   ○
Only teachers   ○   Others   ○
Relatives   ○

16. When speaking who do you prefer to talk with?
Female classmates   ○   Teachers   ○   Male classmates ○ Everybody ○

17. Do you consider that speak in English requires an extra effort for you?
Y ○   N ○

18. What is your reaction when you listen to somebody speaking English?
I consider him/her ridiculous   ○
I consider she/her is cleverer   ○
I get away from that person   ○

Direction: Assign a number from one to five to some of the following options according to the level of liimportance for you. (1= most important, 5= less important)

19. What factors do you consider encourage you to speak English out of classrooms?
Improvement of oral proficiency   ○   A chance to be popular   ○
Follow teachers model   ○   Nobody corrects me   ○
Live in the USA   ○   To prove myself what I really know   ○
To be the best of my class   ○   Others:_____

20. Check the situation that best identifies you: (you can check more than one option)

I would like to have been born in USA   ○
I would like being an American citizen   ○
I admire the culture (literature, music, cinema) created in English language   ○
If I speak English very well I will have more possibilities to find a good Job ○
I am highly satisfied of being able to communicate in English in real life   ○

I would like to interact with Salvadorans English speakers ○
I think it is important to improve my Spanish in order to improve my English ○

21. What factors do you consider discourage you to speak English out of classrooms?

I do not know too much vocabulary ○
I have problems with some grammar structures ○
I am afraid of mispronunciating some words ○
I get embarrassed if people laugh of me when I speak ○
I do not like being corrected when I make mistakes ○
I fell nervous and/or tense when I have to speak in English ○
1 am afraid of what others could think if I speak English ○
I do not like American culture ○
I can not stand American people ○
I would not like others call me "gringo" or "alienado" ○
I feel like loosing our identity ○
I would not like to be considered as a conceited person ○
I feel more comfortable when speaking Spanish ○
I just adapt myself to speak either English or Spanish ○
Most people in my country use only one language every day ○

22. Why are you studying the B.A. in English language?

I like English ○
English is easy ○
It does not include mathematics ○
I want to be an English teacher ○
I want to be a translator ○
I want to be an interpreter ○
I want t be a Flight attendant ○
I was not sure about what to study ○
I want to go to the USA ○
A relative is an English teacher ○
My parents told me what to study ○
My classmates in high schools choose this career ○
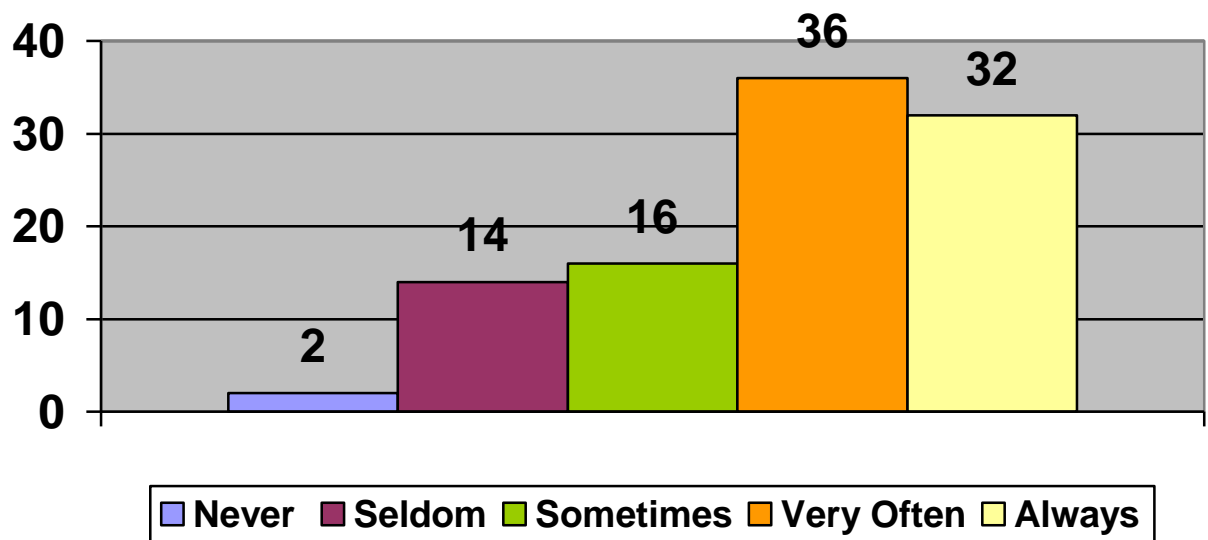I do not have enough economic resources to study something else ○

23. Check the situations in which you speak English:

When my teacher compels me to do it ○
When a friend prompts a conversation in English ○
When I want to call the attention of others ○
When I want to increase my self confidence ○
When someone has encouraged me to speak English ○
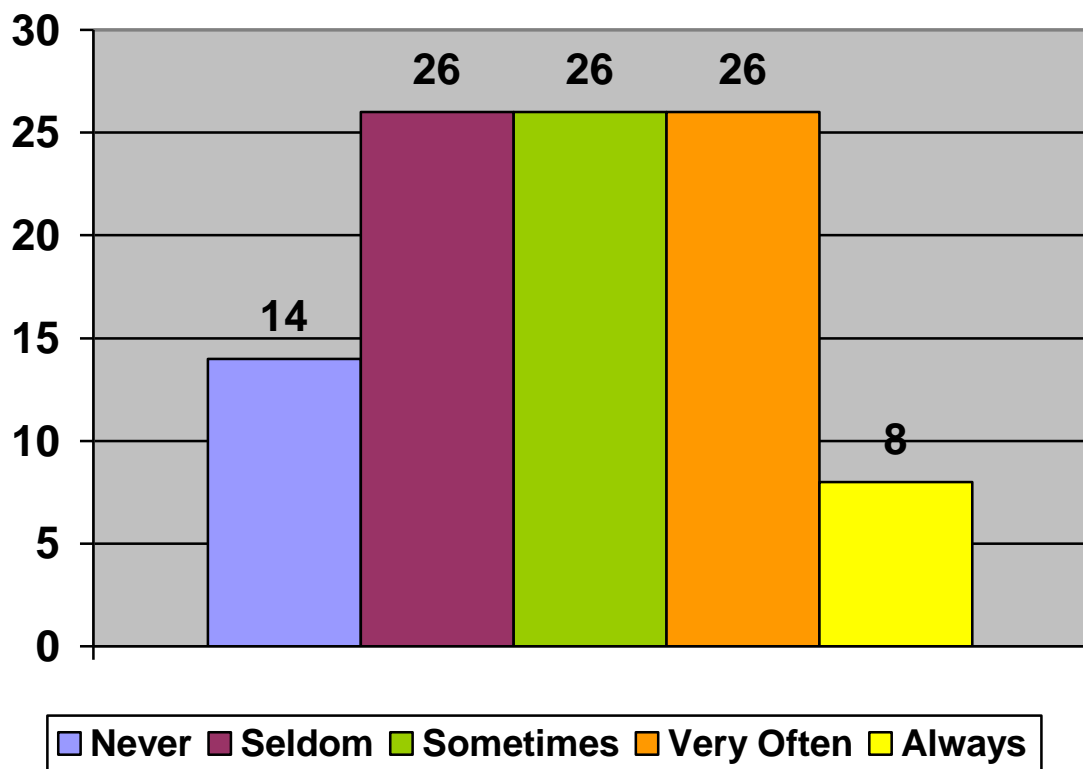When practicing for oral exams ○

Annex B

Annex B-1

# How often does your teacher encourage you to speak English during classes?

Legend: Never, Seldom, Sometimes, Very Often, Always

Values: Never = 2, Seldom = 14, Sometimes = 16, Very Often = 36, Always = 32

Annex B-2

How often does your teacher encourage you to speak English out of classrooms?

Legend: Never, Seldom, Sometimes, Very Often, Always

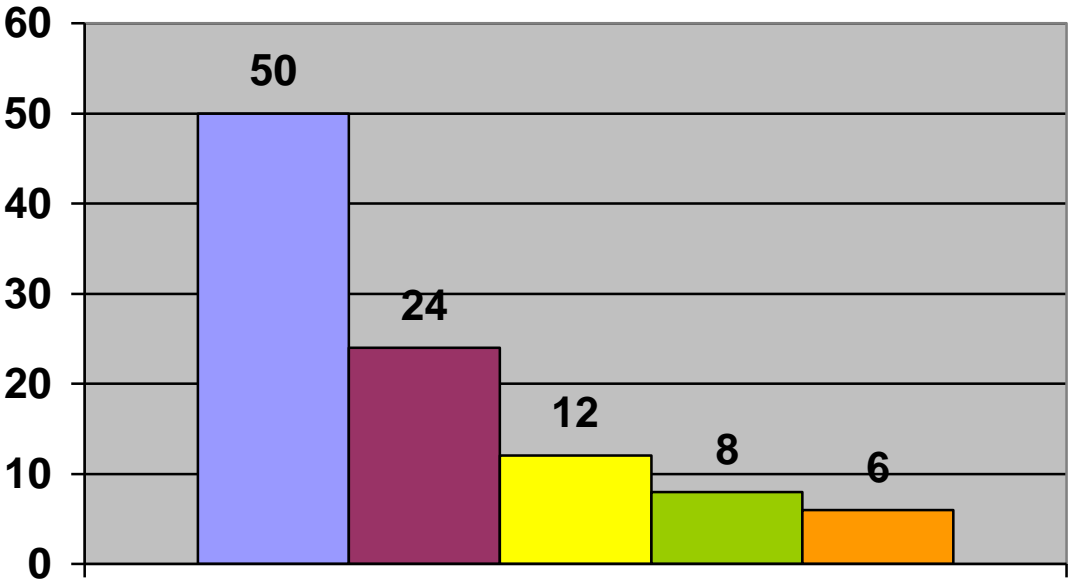Values: Never 14, Seldom 26, Sometimes 26, Very Often 26, Always 8

Annex B-3

When you were taking the English courses which of the four macro skills was the one with the highest grade?
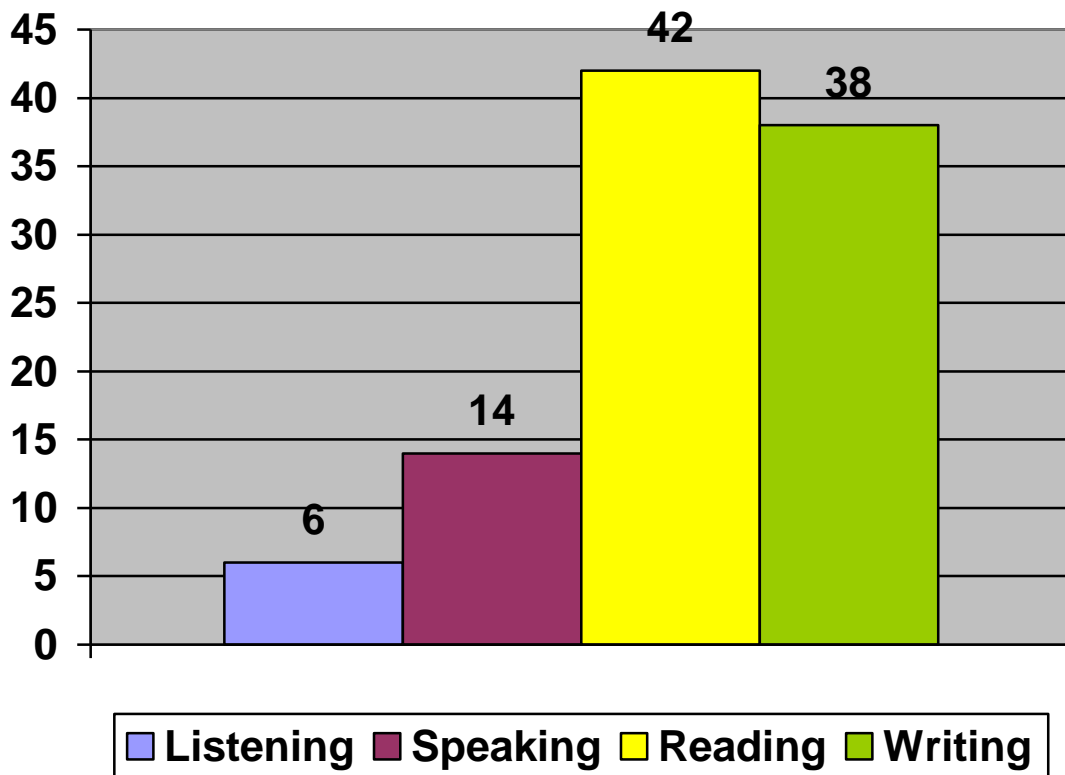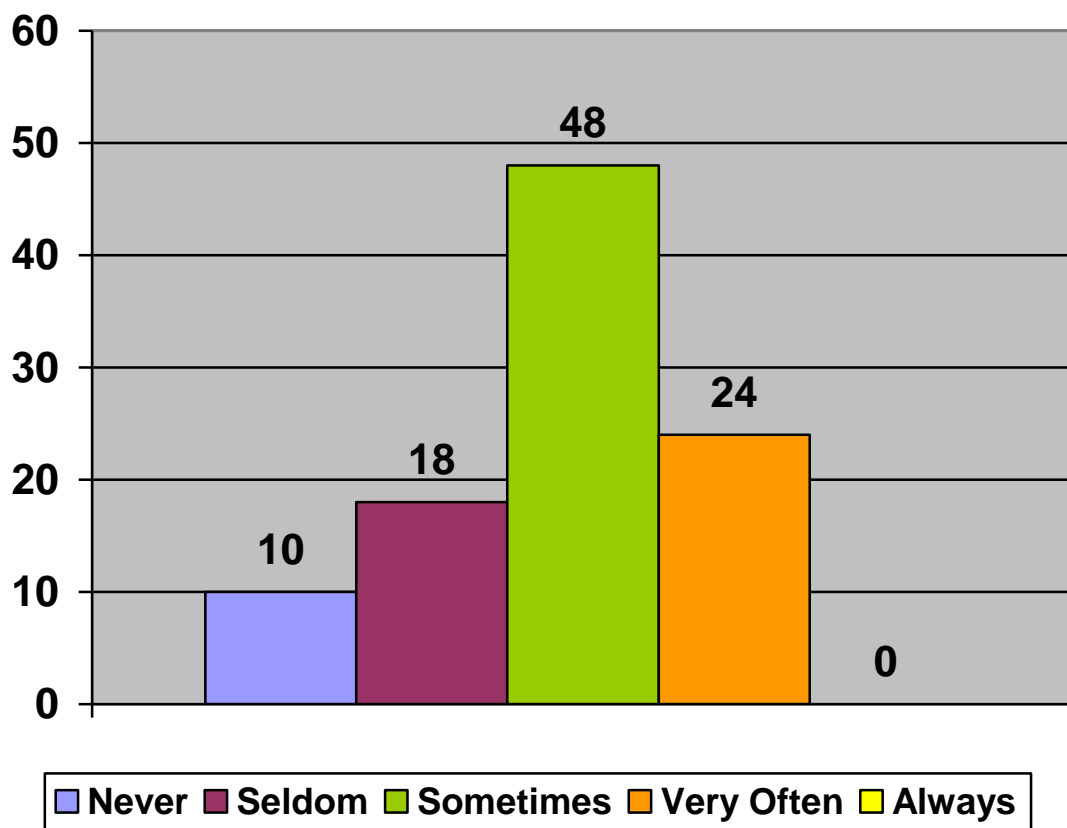
Annex B-4

What is the situation that best identifies you?

Legend:
- Posibilities to find a job
- Be able to communicate
- Improve Spanish
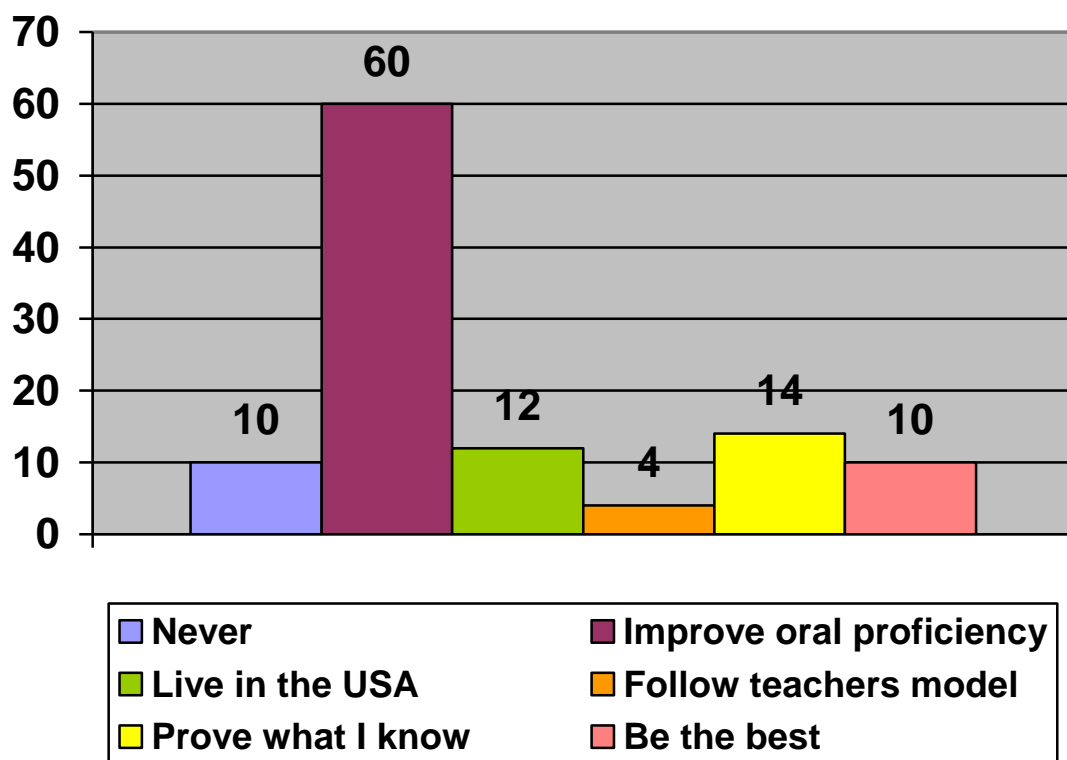- Admire American culture
- Interact with Salvadoran speakers

Values: 50, 24, 12, 8, 6

Annex B-5

How often do you speak English during tutoring sessions?

Bar chart showing responses. Values: Never = 10, Seldom = 18, Sometimes = 48, Very Often = 24, Always = 0.

Legend: ■ Never ■ Seldom ■ Sometimes ■ Very Often ■ Always

Annex B-6

What factors do you consider encourage you to speak English out of classrooms?

Legend:
- Never
- Improve oral proficiency
- Live in the USA
- Follow teachers model
- Prove what I know
- Be the best

Values: Never = 10, Improve oral proficiency = 60, Live in the USA = 12, Follow teachers model = 4, Prove what I know = 14, Be the best = 10

Annex B-7

What factors do you consider discourage you to speak English out of classrooms?

Legend:
- Never
- Don not know much vocabulary
- Losin our identity
- Speaking either Spanish or English
- Other calls me "gringo" or "alienado"
- Get nervous or tense

Values: 10, 23, 20, 17, 14, 26
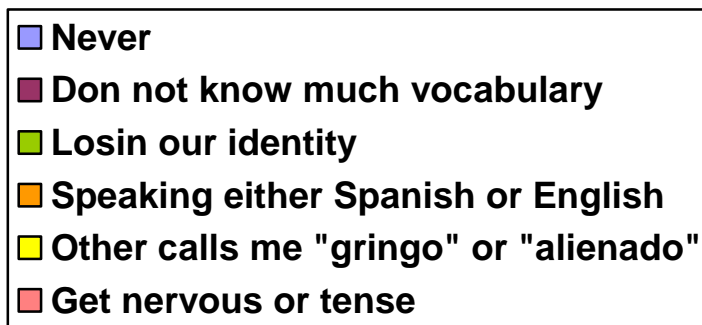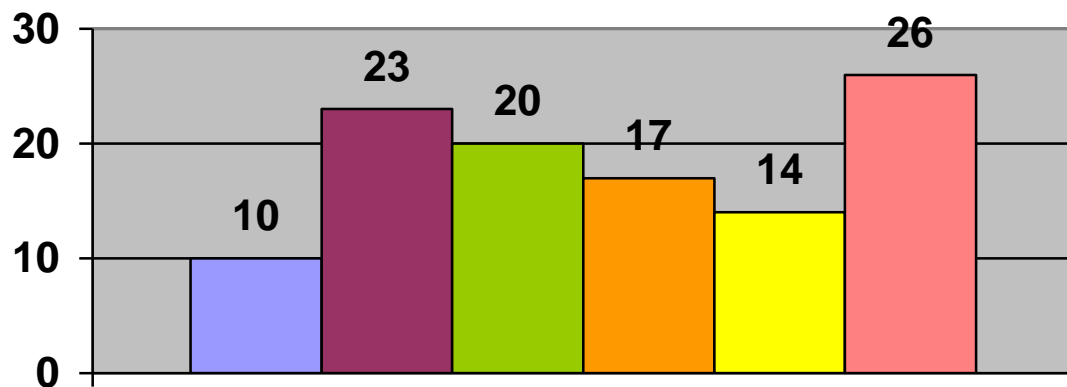
Annex B-8

What is your reaction when you listen to somebody speaking English?

Never | Ridiculous | Cleverer | Get away | Do not care
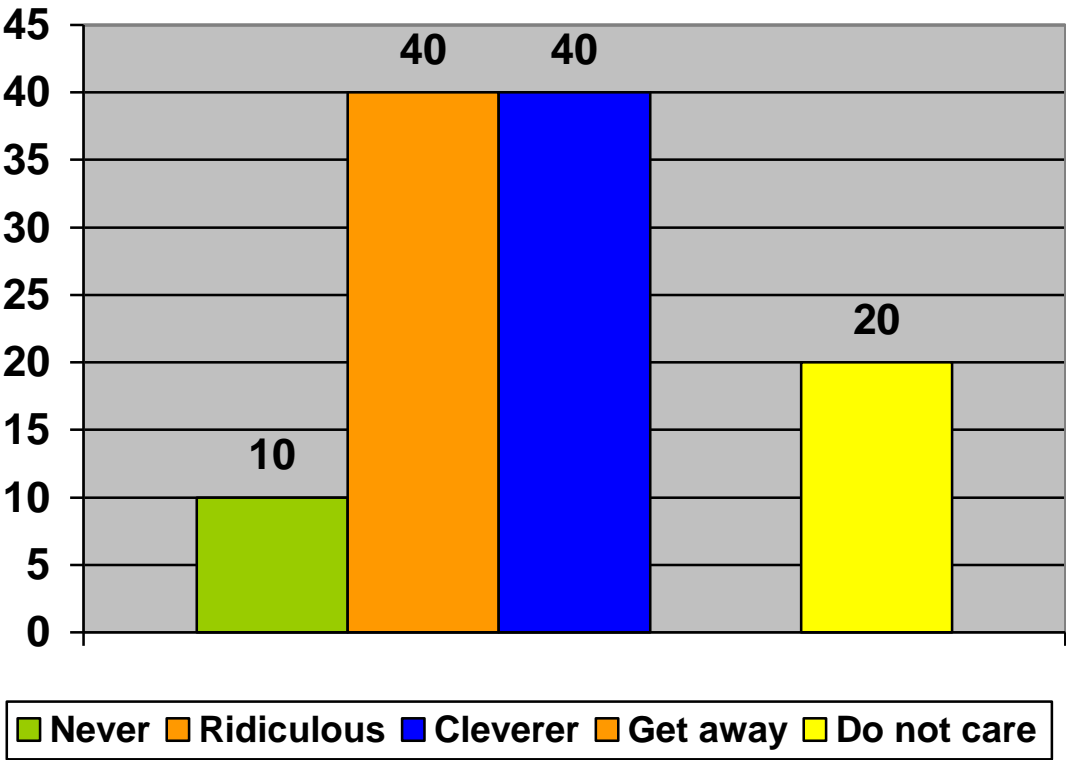
Annex B-9

Do you consider that speaking English implies an extra effort?

Bar chart showing: Yes 60%, No 40%