

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



Universidad de El Salvador
Hacia la libertad por la cultura

UNDERGRADUATE RESEARCH:

THE RELATIONSHIP BETWEEN LEARNING AFFECTIVE STRATEGIES AND
THE LEVEL OF ENGLISH ORAL PROFICIENCY THAT STUDENTS FROM
INTENSIVE ADVANCED ENGLISH II HAVE AT THE FOREIGN LANGUAGE
DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, SEMESTER I-2014.

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Abstract

This paper reports on the findings of a study conducted to investigate the relation between the Learning Affective Strategies (LAS) and English Oral Proficiency levels of students from Intensive Advanced English II at the Foreign Language Department (FLD) of the University of El Salvador. The information was gathered through two surveys of personality and the Oral Proficiency Interview (OPI). Furthermore, the information was processed and analyzed with the program SPSS. The research revealed that the students of Intensive Advanced English II at the FLD of the University of El Salvador are not reaching the level of Oral English Proficiency established by the FLD. It was also found that there is no relationship between LAS and English Oral Proficiency. The researchers concluded that the presence or absence of Learning Affective Strategies do not affect the level of oral English proficiency.

Introduction

Learning English as a second language around the world has become important and useful because it opens many doors and gives better opportunities; therefore, the interest of studying this language has grown in the recent years. Many people from different countries, cultures and different backgrounds are willing to learn a second language; it is in this context when difficulties arrive. For example, while reading, students are not able to infer meaning from context; besides, when writing, coherence and cohesion are not reached. When listening to native speakers it is so difficult to get a clear message, among other difficulties. However, one of the most relevant aspects is that after a time, students start wondering why they cannot speak fluently and worry because they are not able to communicate their ideas accurately, in other words, they do not reach an expected oral proficiency level.

Some researchers have shown that some learners are not able to reach the expected oral proficiency level and therefore, they are left behind (Genesee 1987, Harley et al, 1990. Harley & Swain, 1984. Swain 1985). It is in order to solve this difficulty that many researchers have been carried out with the goal of helping students improve their ability to communicate. For instance, there is an investigation conducted by Zhang Mingyuan (2003) to investigate Language Learning Strategies used by students in the process of an intensive English Program where the study examined the relationship between the students' use of learning strategies and their English Proficiency. That study found that there was a strong relationship between Learning Strategies and English Proficiency. The use of some specific strategies was positively correlated to improvement of sub-language skills such as oral communication.

Some researchers like Gold 2002 and many other agree that Learning Strategies do not work in isolation but they have a positive influence if students use them according to their learning style. For example, Rebecca L. Oxford stated that learning styles and strategies help determine a particular learner's ability and willingness to work within the framework of various instructional methodologies. In

fact, every foreign language student uses more than one learning strategy, but they do not have an idea about what kind of learning style they are; so they continue worrying about their Oral Proficiency. Their problem is that students do not know how to use the strategies according to their learning style, and probably they do not even know what type of learning strategies they have as well as the learning styles they use, and they use them randomly and the students from the Foreign Language Department of the University of El Salvador are not the exception. This project was addressed to go a little deeper and study the Learning Affective Strategies and its influence on English Oral Proficiency since for some researchers these specific strategies influence on Oral Proficiency.

The first key feature in this study was Oral Proficiency. According to Omaggio (1986) "Oral Proficiency is the ability to communicate verbally in a functional and accurate way in the target language." There are many factors that may influence on Oral Proficiency development; one of them could be not to use correctly the presence of Learning Affective Strategies. In this project, the researchers took under study only three Learning Affective Strategies: Sociability, Self-esteem and Anxiety which seemed to be the most important ones when learning a second language.

Another key term used in this project was Learning Affective Strategies. Oxford defines Learning Strategies as specific actions taken by the learner to make learning suitable, faster, more enjoyable, more self-directed, and more effective. Also, other state that the concept of Learning Strategies depends on the assumption that learners consciously engage in activities to achieve certain goals and can be regarded as broadly conceived intentional directions and learning techniques. Oxford gives Learning Strategies a classification as follow: Cognitive, Metacognitive, Memory-related, Compensation, Affective, and Social Learning Strategies, (1985). Even though Oxford presents a broad classification of these strategies, the researchers put the attention on only one of them which is Affective Strategies.

This present research examines the relationship, if any, between Learning Affective Strategies and English Oral Proficiency. The research involved a sample of 40 English students from the major “Licenciatura en Idioma Inglés Opción Enseñanza” from the Foreign Language Department of the University of El Salvador (UES). Students had individually an interview based on the Oral Proficiency Interview test to determine their English Oral Proficiency level as well as a personality test divided in three categories to get their anxiety, self-esteem and social level. The reported Learning Affective Strategies levels were compared to the levels they achieved in the oral evaluation to verify whether these strategies influence on English Oral Proficiency or not.

In general, the results obtained through this study would contribute to the understanding of what Learning Affective Strategies are and the way they influence on students’ English Oral Proficiency in the process of learning English as a second language.

This report includes five chapters arranged in the following way: after the introduction goes the body of the research which includes the statement of the problem, objectives and justification as well as the limitations. Then, it is the literature review which accounts all the theories and previous knowledge obtained through the search of similar topics with the professional expertise viewpoints. It also considers how the different points of view regarding Learning Affective Strategies together with Oral Proficiency motivated the research. In this chapter the system of variables is also shown, hypothesis and definitions of key terms. The next chapter is a compilation of the different methods and approaches employed to get the richest information as well as the universe and sample including the design of the investigation.

Moreover, the results of the study are presented in the next chapter. Quantitative analysis is shown in graphs for a better understanding of all the data gathered in order to answer the research question of this study. In this chapter, each graph is described. The graphs describe the results of Learning Affective Strategies and English Oral proficiency levels as well as the relationship between

the indicators of the variable Learning Affective Strategies (Sociability, Self-esteem and Anxiety) and the indicators of variable English Oral Proficiency (Fluency, Grammar and Pronunciation) as well as the explanation of each of the graphs. What follow are the major findings of the study in which the details of the analysis of the findings are presented. The results gathered are discussed in the different areas in which the project was based on. Then, this report provides the limitations faced while carrying out the study. These limitations were teachers and students' willingness to cooperate and the lack of time when doing the interview as well as the time to pass the personality test.

Then, in the conclusion it is presented the essential part of the results gathered throughout this project. This includes specific information that answer the research questions under study as well as verify whether the hypothesis stated were right or not in a brief but clear summary of results. Next it is presented the recommendations addressed for: further researchers in order to search other areas or look for other factors that may influence on English Oral proficiency; students to focus on other ways to improve their Oral Proficiency since learning affective strategies by themselves do not influence Oral Proficiency; for Teachers to get the acknowledge that Learning Affective Strategies don't influence on English Oral Proficiency by themselves but, they can be very important when combining them with the individual Learning Styles and for Foreign Language Department to promote more investigative projects regarding to English Oral Proficiency levels in students to identify the main factors that influence on it. Finally within this paper report, it is presented the annexes, with the instruments used to gather the data as well as the rubrics to determine the students' Learning Affective Strategies and English Oral Proficiency Levels.

1.0 Statement of the problem

The Macro-Skills Development Area from Licenciatura En Idioma Inglés Opción Enseñanza at the Foreign Language Department (FLD) of the University of El Salvador (UES) includes 5 different courses of Intensive English. Each course has been designed to have a length of approximately 14-16 weeks with an approximate of 160 working hours divided in 8 hours a week. The courses have been designed following a communicative environment, based on the development of competences that promote the accurate production of English as a Foreign Language. These objectives have been established following the guidelines of the Common European Framework of Reference (CEFR). The CEFR includes specific objectives to be reached after a set of competences have been introduced and practiced. The objectives of the Advanced English 2 course are set under the guidance or reference of CEFR C1 level competences. It is expected that students who approve this last level of Intensive English in the Licenciatura en Idioma Inglés Opción Enseñanza are able to understand a wide range of demanding, longer texts, and recognize implicit meaning. Furthermore, they should express themselves fluently and spontaneously without much obvious searching for expressions, and use language flexibly and effectively for social, academic and professional purposes. Even though some students who approve the subject can meet these requirements, a considerable number of students seem not to reach the level expected.

There are several variables that can affect the achievement of all the competences that are expected from a student who has finished the Advanced Level Courses. "In order to have a successful learning, it is necessary to apply thinking skills, encourage motivation, understand learning styles and practice strategies as well. Successful learning does not occur by chance (Moranske&Twonsend, 2006). The impact or influence of some of these variables may affect the level of English that some students achieve at the end of all the intensive courses of the major Lic. En Idioma Inglés Opción Enseñanza. According

to the undergraduate research: "The relationship between learning strategies and learning styles in the development of English student's oral proficiency in Reading and Conversation I, semester II, 2012" a diagnosis was carried out to determine the main problems students face, and it is shown that the principal difficulties students go through were large groups, inappropriate study habits and strategies, and also lack of practice of the foreign language. This great source of information shows that students with lower grades tend to show less usage or knowledge regarding to affective strategies. These affective strategies help learners take control of their feelings and serve to regulate emotions, motivation and attitudes. They have been shown to be drastically related to L2 proficiency among native speakers learning foreign languages. It is also said they are the strongest contributors to improve one's speaking and oral proficiency. (Oxford, 1996; Oxford and Ehrman, 1995) However, the lack of usage and knowledge of these strategies seem to be affecting in a considerable percentage, the performance of Oral Proficiency and as a result the level of English expected in students at the end of their intensive English courses.

Affective strategies include variables such as: motivation, personality, age, anxiety among others and it is said that these strategies can be a great contribution to the development of oral proficiency. If a student happens to have the less favorable parts of all the variables mentioned he or she may face many difficulties to reach the advanced English level expected of students that has finished all the mandatory course of Intensive English at FLD in the UES. With the outcome of this research the researchers expected to answer the question: What is the relationship between learning affective strategies and the level of English oral proficiency that students from Advanced English II have at the Foreign Language Department of the University of El Salvador? And of course to contribute to generate "future" innovative proposals focused on improving the techniques, activities, assessments, etc., that ESLT implement in their classrooms to motivate students. In all, the researchers hope to reduce or avoid this present situation of students of Advanced English I at the FLD of the University of El Salvador.

1.1 Justification

Oral production is considered one of the most important skills in the development of the learning of English as a second language, which allows us to have a better communication with people from different countries worldwide; however, sometimes this process may be hindered by many affective factors such as: personality, motivation and age, etc. These factors are hardly ever taken into account when learning the target language; therefore, it has been decided to study the relationship that these factors have in the English Oral Production. Knowing if these factors influence greatly on the English oral production can be essential since the professors can meticulously apply the most appropriate methodology based on their students' affective strategies so that, the learning acquisition process, specifically oral production will be more accurate.

This type of research could help to modify performance in students by adding some psychological subjects to the curricula, or by separating the students into ages. This type of studies should be done frequently in the Foreign Language Department of the University of El Salvador since this type of work may contribute on providing essential information to the professors in order to develop a better oral performance in students.

1.2 Research Question

What is the relationship between learning affective strategies and the level of English oral proficiency that students from Intensive Advanced English II have at the Foreign Language Department of the University of El Salvador?

1.3 General Objective

To describe the relationship between the learning affective strategies and the levels of English oral proficiency in students from the Intensive Advanced English II from Foreign Language Department of the University of El Salvador.

1.3.1 Specific Objectives

- A. To identify the main learning affective factors that affect students' English Oral Proficiency development.
- B. To recognize the Advanced English students' different levels of English Oral Proficiency.
- C. To discover the influence of the learning affective strategies with the different levels of English oral proficiency.

1.4 Limitations

First of all, a limitation can be defined as something that limits a quality or achievement (Collins Dictionary) when a research is taking place, researchers will always face some limitations that hinder the process of the project such as time, cooperation, and misinformation.

On one hand, time is one of the biggest obstacles that researchers will encounter during the project due that the three researchers count with different job`s schedules therefore, there may be an overlapping of our schedules and the ones established by the FLD over the different courses of Advanced English I.

In addition, students and teachers` cooperation may be another issue since teachers have to re- plan the lesson for the class and accommodate time and date for the researchers. Moreover, students may be reluctant to fill up the survey because it is too long, afraid of making mistakes during an interview, and they are not willing to help.

Lastly, students fill up the survey in a hurry because they don't want to spend too much time with it, they ping point in the answer because they didn't understand the question, they may lie because of what their friend could think about them, or simply because they don't care about the project. Due to all of these factors misinformation can be collected at the moment of gathering the data.

To sum up, limitations like time, cooperation, and misinformation can cause many difficulties to have an accurate and quality results in the project, which can prevent us to reach the objective of the research.

2.1 Significance of the Problem

During the last decades, the necessity of learning English as a foreign language has increased in El Salvador as it is nowadays an essential tool to have better job opportunities; however, there are many obstacles that students have to face, while acquiring this second language. These obstacles influence students and sometimes define their level of oral proficiency at the end of the Intensive Courses they have to take through their major.

Researchers from all nationalities have fought to identify the main factors that influence on oral performance in ESL students. Finding out what the best way to make students produce accurate English as a second language is, has fascinated them and we share that fascination as well. According to Gardner & Clement, 1990, "frequently explored traits include sociability, extroversion, self-esteem, field dependence/independence, empathy, and anxiety". Even though social and affective aspects are variables that show to have a major impact on learner's oral performance; they seem to be laid out by researchers and teacher's teaching strategies have been emphasized.

While some students do better in learning and communicating using a foreign language, many others do not gain the desired level of proficiency due to internal as well as external variables from the learning environment. Some authors such as Nunan (1999) define those external variables as social affective factors. Coopersmith, quoted in Brown (1994), defines self-esteem as the expression of "an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy". Self-esteem or self-confident is a very significant factor because no successful cognitive or affective activity can be carried out without some degree of it (Brown 1994) and Gardner and McIntyre, cited by Bailey and Daley (2000), found that language anxiety is the best single correlate of achievement and self-esteem. Personality, language aptitude, interest, study habits, learning styles, age, and previous

experiences in learning a foreign language can also be some of those variables that affect students' performance.

As mentioned before, researchers from all nationalities have fought to identify the main factors that influence on oral performance in ESL students. Learning affective factors, learning styles and other variables have been identified in different researches. They have been proved to have a strong impact in ESL learning process, leading to an effective or deficient level of communication when students use English as a Second a language. Those researches have motivated and led this research in the attempt to discover the relationship and impact of learning affective factors and the level of oral proficiency students have at the end of the Intensive English courses they take in Licenciatura En Idioma Inglés. Opción: Enseñanza.

2.2 Review of Related Literature.

Some researchers have shown that some learners are not able to reach the expected level of proficiency and therefore, they are left behind (Genesee 1987; Harley et al 1990; Harley and Swain, 1984; Swain, 1985). It is in order to solve this difficulty that many researches have been carried out with the goal of helping students improve their ability to communicate. For example, a research conducted by Zhang Mingyuan (2003) reports on the findings of a study conducted to investigate the learning language strategies used by students in Intensive English Programs and that study showed that there was a strong relationship between these strategies and English proficiency. The use of some specific strategies was positively correlated to the improvement of language skill such as oral communication. These and some other researches and theories serve as support and guide to our research which pretends to answer the question: What is the relationship between learning affective strategies and the level of English oral proficiency that students from Advanced English II have at the Foreign Language Department of the University of El Salvador?

This research is highly related and sustained by several works and bibliography that state and confirm the relation between the affective strategies, with the level of oral proficiency students achieve during the process of learning a second language. A research carried out by Carmen Rosa Hernandez Noruega called: Self-Esteem and Oral Communicative Language Proficiency in the Puerto Rican Teaching-Learning Process, in 1996 clearly states “second language acquisition is influenced by both intrinsic and extrinsic affective factors that contribute to the success of language learning.

Dr. Olenka Bilash from university of Alberta also states “The strategies a student uses to learn a second language depend greatly on their individual learning style. Some students are outgoing and will experiment freely and frequently while learning a new language. Other students are more introverted, preferring a more

individual, private approach to the way they learn and practice the language”.

Website source.

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/language%20learning%20strats.html>

It has been expressed that “Extroverts are energized by the external world, activities, people, places, and things. They are energy spenders. Long periods of hanging out, internal contemplation, or being alone or with just one other person under stimulate them”. (The Introvert Advantage: How to thrive in an extrovert world. Page16).This is a very suitable advantage for EFL teachers, since extrovert students enjoy and participate in oral production activities willingly while introverted students tend not to. “Introverts draw energy from their internal world of ideas, emotions, and impressions. They are energy conservers. They can be easily over stimulated by the external world, experiencing the uncomfortable feeling of “too much.” This can feel like anxiousness or torpor. In either case they need to limit their social experiences so they don` t get drained”. (The Introvert Advantage: How to thrive in an extrovert world. Page.16).While introverted students do not express themselves in class fluently as expected, they may have an advantage over extroverts in other receptive skills because of the way they process the information in their internal world of ideas.

All learning affective strategies have an effect on second language outcomes and in that sense this research is based on the previous theories, bibliography and authors that clearly support this direct relationship.

2.3 Definition of Key Terms.

There are some concepts which are considered very important to be explained to obtain a better understanding of their relation and development through this research. It is necessary to mention that we add and explain the main concepts, expressions or variables that are involved in our research project. With these main concepts we want to provide a clear sense of the way this words and expressions are used in this research.

2.3.1 Learning Affective Strategies.

These strategies are identified to be the ones that help learners take control of their feelings and also serve to regulate emotions, motivation, and attitudes. Examples of these are, identifying one's mood and anxiety level, talking about feelings, self-rewarding, and using deep breathing or positive self-talk, they have been shown to be drastically related to the learning process. For this research we have taken into account the following:

- **Sociability**

Sociability is defined by Simmel as the play-form of sociation, that is, the pleasurable, joyful and delightful experience that comes out of people's interaction in society.

- **Self esteem**

Brown (1981:114) defines self-esteem as "the worth persons place upon themselves." He believes that people develop it from the accumulation of experiences they have with themselves, others, and from the evaluation of the external world around them.

- **Empathy**

The term “empathy” is used to describe a wide range of experiences. Emotion researchers generally define empathy as the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling.

- **Anxiety**

In an environment where learners feel anxious or insecure, there are likely to be psychological barriers to communication. Horwitz et al. (1986:127) defined language classroom anxiety as, "a distinct complex of self-perception, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

2.3.2 Extroverted / Introverted learning styles

There are two major contradictory hypotheses regarding the relationship between extroversion/introversion and L2 learning. The first which has been the most widely researched is that extroverted learners will do better in acquiring basic interpersonal communication skills. The second hypothesis is that introverted learners will do better at developing cognitive academic language ability. (Ellis, 1994; Littlewood, 1984)

- **Introverted personality**

According to the Myers-Briggs typology, introverted students tend to focus on internal thoughts, feelings, or impressions. They draw their energy from their inner experience.

- **Extroverted personality**

People who are high in extraversion tend to seek out social stimulation and opportunities to engage with others. These individuals are often described as being full of life, energy and positivity. In group situations, extraverts are likely to talk often and assert themselves.

2.3.3 Language for communicative purposes

- **Oral proficiency**

Oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. A high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts (topics) and situations. (Omaggio, 1986).

- **Communicative competence**

Communicative competence is a term coined by Dell Hymes in 1966 in reaction to Noam Chomsky's (1965) notion of "linguistic competence". Communicative competence is the intuitive functional knowledge and control of the principles of language usage.

2.4 Statement of Hypothesis

General Hypothesis

Learning Affective Strategies affect the level of English proficiency in the students from Intensive Advanced English II from the Foreign Language Department of the University of El Salvador.

Specific Hypothesis

Learning Affective Strategies affect the level of English fluency in the students from Intensive Advanced English II from the Foreign Language Department of the University of El Salvador.

Learning Affective Strategies affect the level of English pronunciation in the students from Intensive Advanced English II from the Foreign Language Department of the University of El Salvador.

Learning Affective Strategies do not affect the accurate use of advanced language structures in the students from Intensive Advanced English II from the Foreign Language Department of the University of El Salvador.

2.5 System of variables

| VARIABLES | DIMENSIONS | INDICATORS |
|-------------------------------|--------------------|--|
| LEARNING AFFECTIVE STRATEGIES | PSYCHO-PEDAGOGICAL | <ul style="list-style-type: none">• SELF-ESTEEM • ANXIETY • SOCIABILITY |
| ENGLISH ORAL PROFICIENCY | ACADEMIC | <ul style="list-style-type: none">• FLUENCY • PRONUNCIATION • GRAMMAR STRUCTURE |

3. Methodological Framework

3.1 Research Level

There are several definitions about the explanatory method. In the first place, Sabino (el proceso de investigación 2000, page 47) defines the level of investigation as “an effort which is started to solve a determined problem.” Furthermore, Cervo and Bervian (el proyecto de investigación 1989, page 41) defines it as “an activity toward the solution of problems.” Its main objective is to find answers to questions through scientific processes. On the basis of these definitions in which the level of research makes reference to the degree of extent in which the problem is addressed, the researchers determined the level or type of research as an explicative character.

3. 2 Design of the Study

It's the group of actions that are meant to analyze and describe the main problem of the research study, this can be done through specific procedures where the researchers can use observation and data gathering techniques, these determine "how" the research study will be done, this task consists in turning the concepts into operatives as well as the problems of the element studied. According to Carlos Sabino: the elements that are necessary to implement can be divided into two big areas: the universe and the variables, (el proceso de investigación 2000 page 118). According to the last definition the description of this study fell into the field/campus research category; because the researchers gathered the information directly from the source without manipulating or controlling any variable.

3.3 Sample and Universe

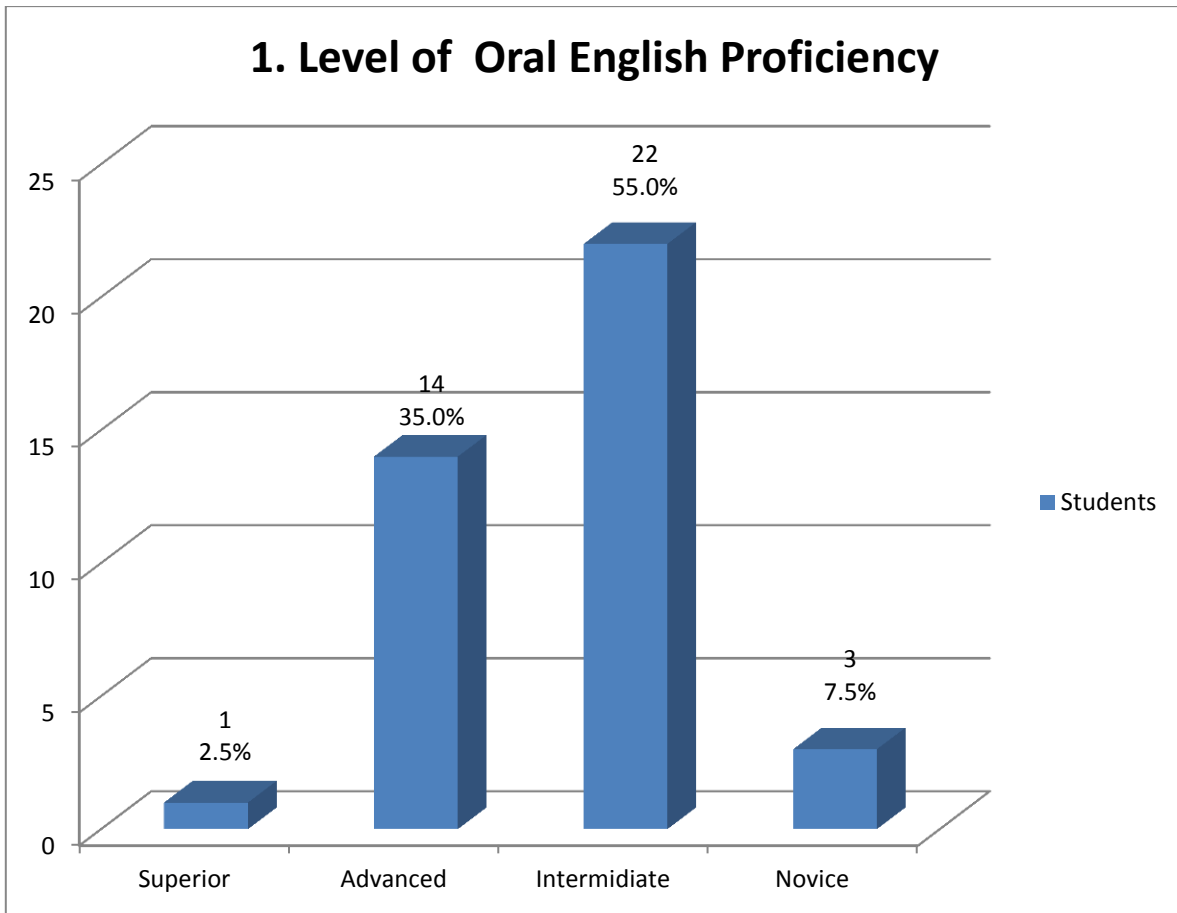
The universe refers to a set of groups for which the conclusions obtained will be valid involved in the research. While the sample is a sub-set of groups that represents the universe. (Morles, 1994, p. 17). Having defined the sample and universe, the universe of this research is taken from the University of El Salvador, in the Foreign Language Department, within the major “Licenciatura en Idioma Inglés Opción: Enseñanza”. Our universe consisted of 89students from Intensive Advanced English II corresponding to the Semester I-2014, and the samplings the 46% of that universe. This latter percentage represented the amount of 40 students who were divided into 4 groups of Advanced English II, where 4 teachers helped the researchers take 10 students from their classes to serve as sample in this research.

3.4 Data Analysis

The Data analysis refers to the process of evaluating data using analytical and logical reasoning to examine each component of the data provided with the goal of discovering useful information, suggesting, conclusion and supporting decision making. This form of analysis is just one of the many steps that must be completed when conducting a research. Data from various sources is gathered, reviewed, and then analyzed to form some sort of finding or conclusion. There are a variety of specific data analysis methods, some of which include data mining, text analytics, business intelligence, and data visualizations.

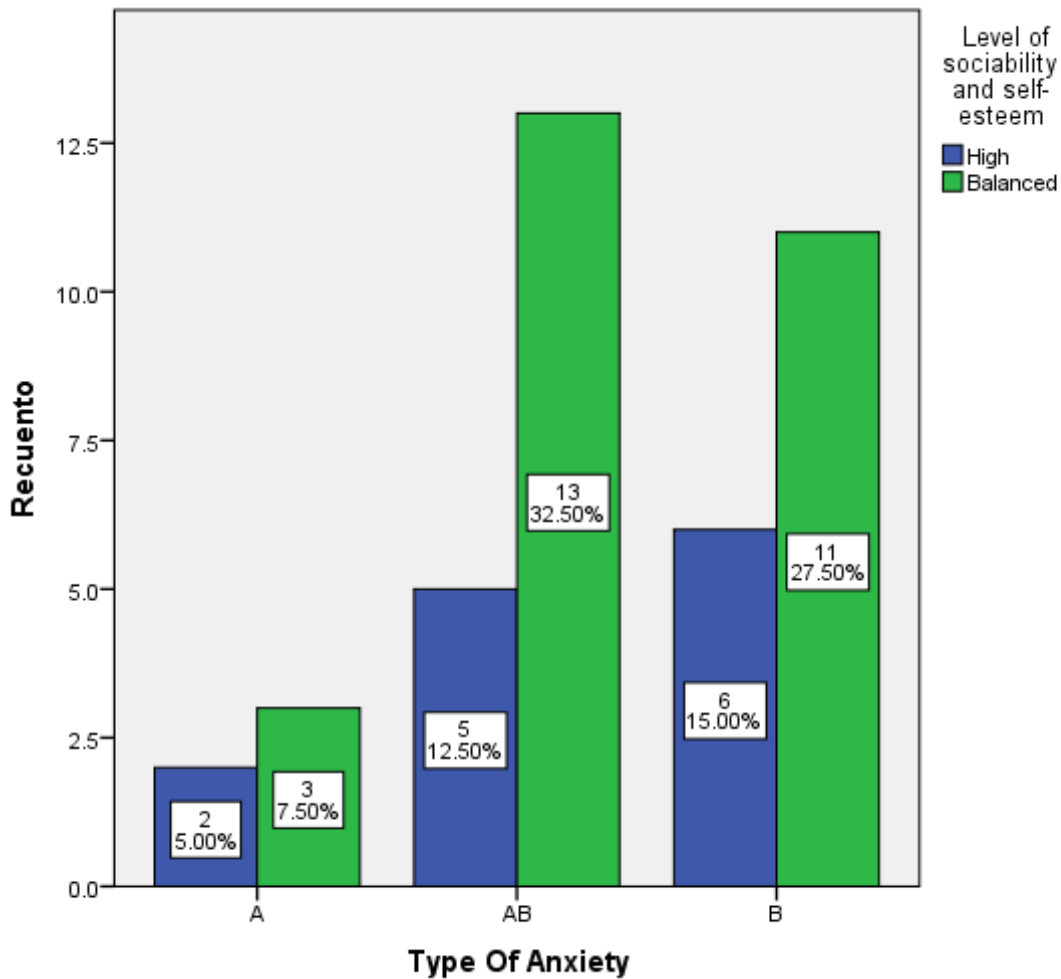
This data analysis was descriptive due to it described characteristics of a population being studied. It provided simple summaries about the sample and the measures of it. Students answered questions administered through interviews using the Oral Proficiency Interview test (OPI) and answering standard personality tests.

These are the results found through the data analysis of this research.

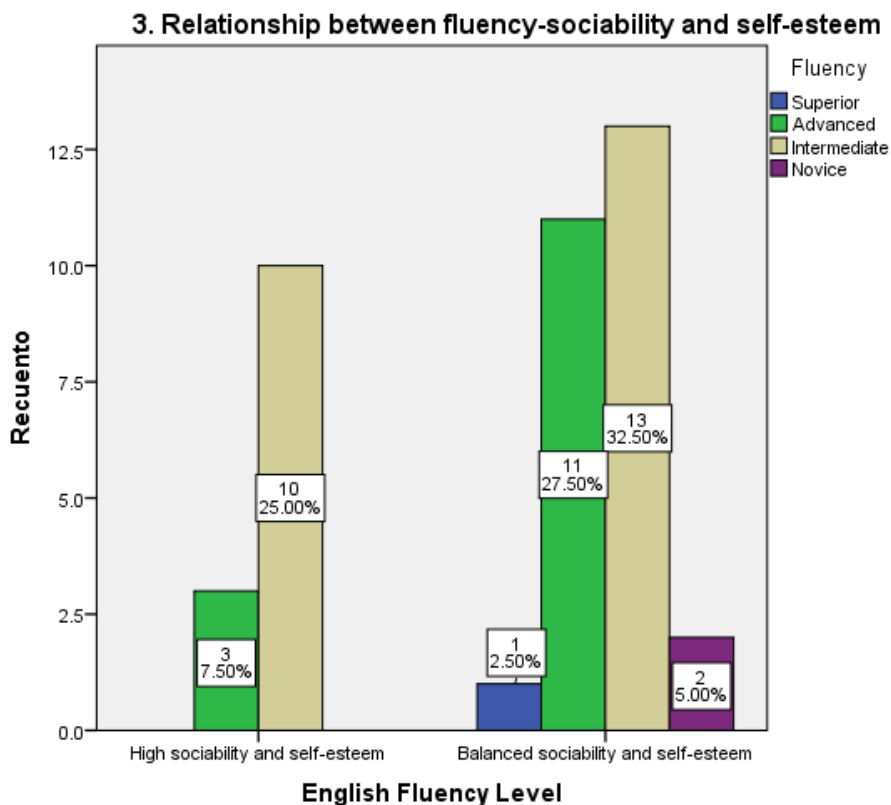


In this graphic, it is shown the different levels of English Oral Proficiency found in the population as subject of study for this research. It was expected most of the students to be in Advanced or superior level of English oral proficiency according to the Oral Proficiency Interview (OPI). It is shown that 55% of the population which corresponds to 22 students got Intermediate level of English Oral Proficiency. The 35% of the population that corresponds to 14 students reached the Advanced level. The Novice level of English Oral Proficiency was found to be within the 7.5% of the population corresponding to 3 students. Finally, only 2.5% of the population reached the Superior Level of English Oral Proficiency. This 2.5% corresponds to only 1 student.

2. Learning Affective strategies

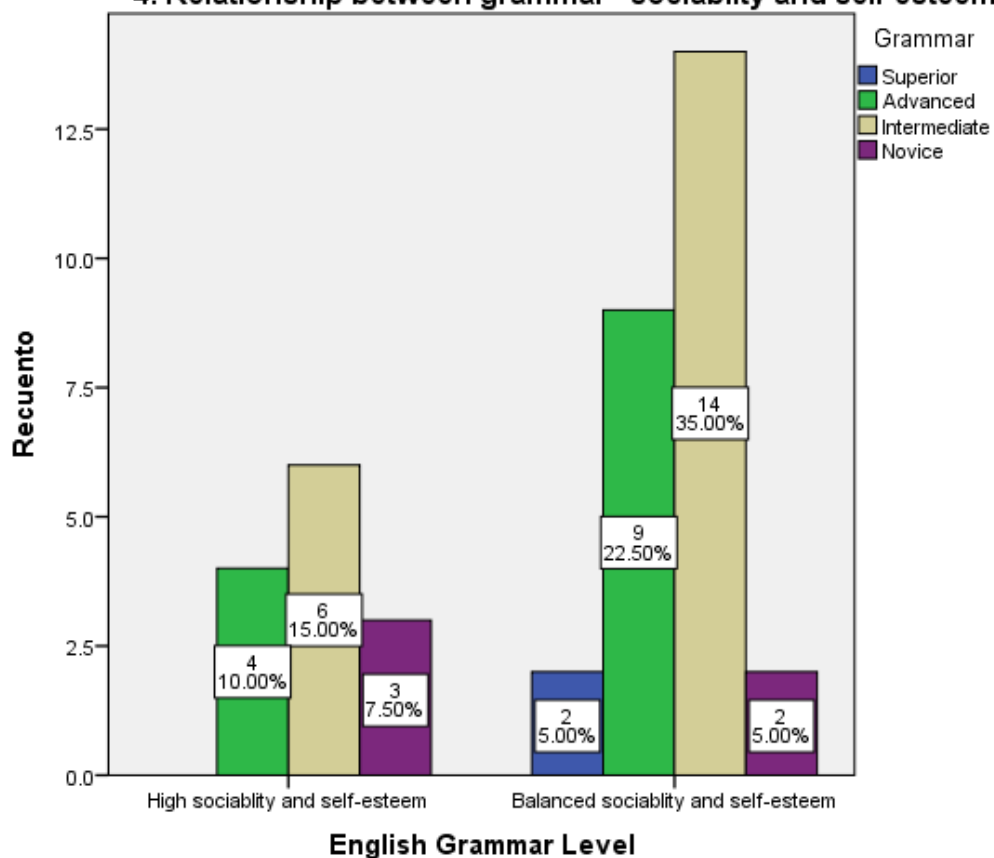


In graphic 2 “Learning Affective Strategies”, it is shown the different levels and types of Learning Affective strategies found in the population as subject of study, according to the results of two standard personality tests. A high percentage of the population showed a balanced and low level of anxiety as well as a balanced sociability and self-esteem. There is also a reduced population that shows a high level of anxiety and sociability and self-esteem. The balanced level of anxiety represents the 45% of the population which corresponds to 18 students. The balanced level of sociability and self-esteem represents the 67.50% which belongs to 27 students of the population. The low level of anxiety is the 42.50% which corresponds to 17 students. The high level of anxiety denotes the 12.50% which corresponds to 5 students. The high level of sociability and self-esteem stand for the 32.50% which corresponds to 13 students of the population.

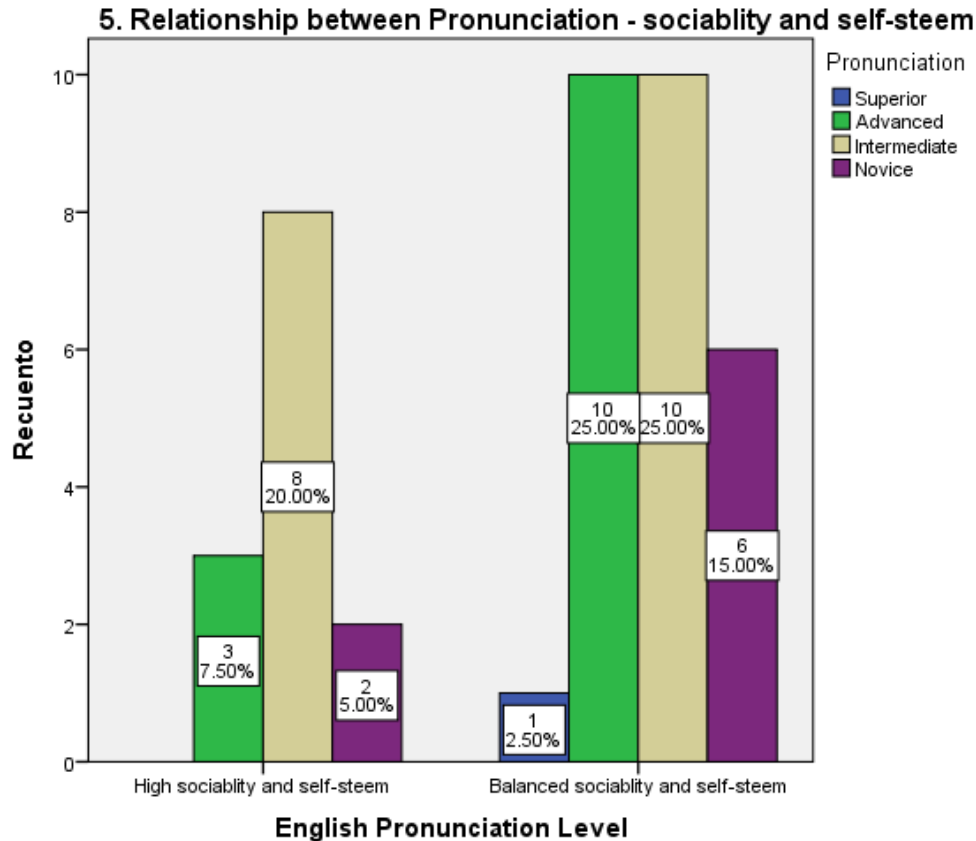


Graphic 3 “Relationship between fluency-sociability and self-esteem” shows the different levels of sociability and self-esteem found in the population as subject of study, according to the results of a standard personality test. Such levels were compared to the level of English fluency obtained through the standard Oral Proficiency Interview test (OPI). It is shown that the majority of the population is in **balanced sociability and self-esteem** with 67.50% which corresponds to 27 students of the population. This category is formed by four English Fluency levels, Intermediate level with 32.50% which belongs to 13 students, Advanced level with 27.50% that corresponds to 11 students, Novice level with 5.0% which corresponds to 2 students; and 2.50% which corresponds to 1 student and represents the Superior level. **High sociability and self-esteem** represents the 32.50% which corresponds to 13 students. This category is formed by two English Fluency levels; Intermediate level with 25.0% which corresponds to 10 students and Advanced level with 7.50% which corresponds to 3 students.

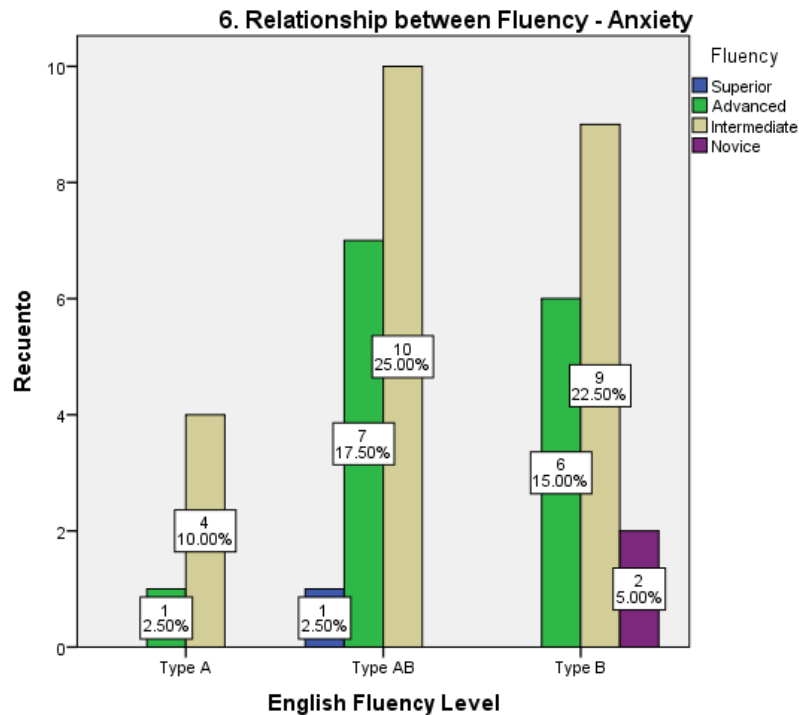
4. Relationship between grammar - sociability and self-esteem



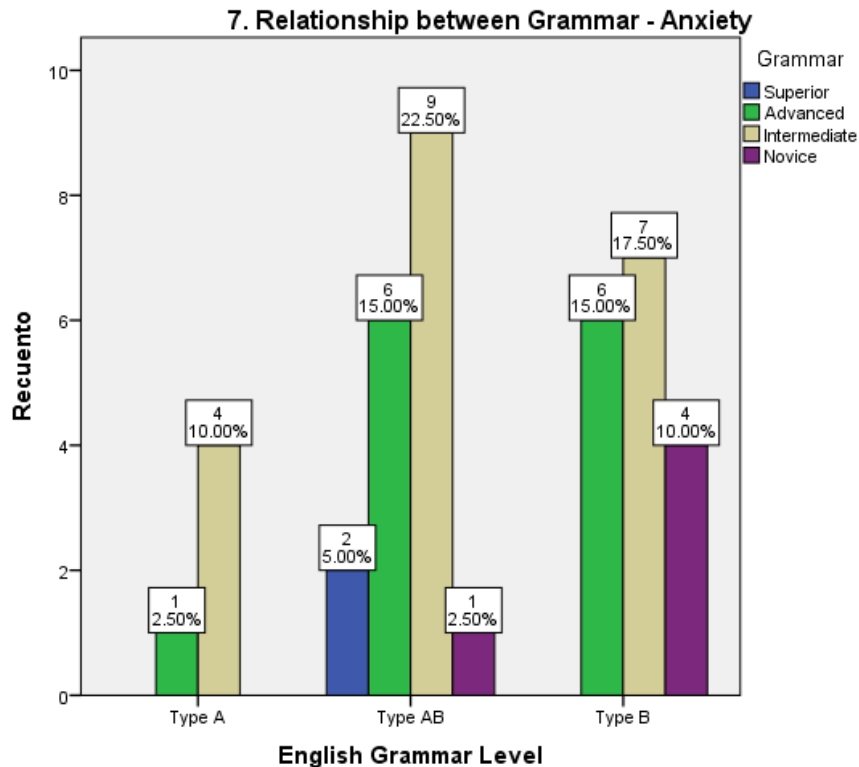
Graphic 4 “Relationship between grammar-sociability and self-esteem” shows the different levels of sociability and self-esteem found in the population as subject of study, according to the results of a standard personality test. Such levels were compared to the level of English Grammar obtained through the standard test, Oral Proficiency Interview test (OPI). **Balanced sociability and self-esteem** represents the 67.50% which corresponds to 27 students. This category is formed by four English Grammar levels; Intermediate level with 35.0% which corresponds to 14 students which is the majority, Advanced level with 22.50% which corresponds to 9 students, Superior level with 5.0% which corresponds to 2 students and Novice level with 5.0% which belongs to 2 students. **High sociability and self-esteem** represents the 32.50% which corresponds to 13 students. This category is formed by three English Grammar levels; Intermediate level with 15.0% which corresponds to 6 students, Advanced level with 10.0% which corresponds to 4 students and Novice level with 7.50% which belongs to 3 students.



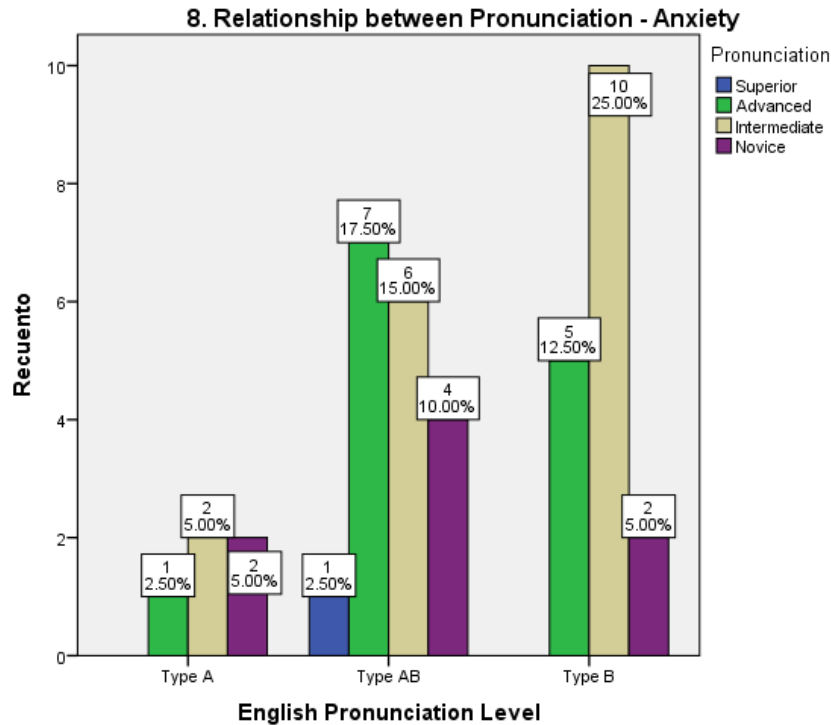
In this graphic, it is shown the different levels of sociability and self-esteem found in the population as subject of study, according to the results of a standard personality test. Such levels were compared to the level of English Pronunciation obtained through the standard test, Oral Proficiency Interview test (OPI). **Balanced sociability and self-esteem** represents the 67.50% which corresponds to 27 students. This category is formed by four English Grammar levels; Intermediate level with 25.0% which corresponds to 10 students, Advanced level with 25.0% which corresponds to 10 students, Novice level with 15.0% which belongs to 6 students and Superior level with 2.50% which corresponds to 1 student. **High sociability and self-esteem** represents the 32.50% which corresponds to 13 students. This category is formed by three English Pronunciation levels; Intermediate level with 20.0% which corresponds to 8 students, Advanced level with 7.50% which corresponds to 3 students and Novice level with 5.0% which belongs to 2 students.



In this graphic, it is shown the different levels of Anxiety found in the population as subject of study, according to the results of a standard personality test. Such levels were compared to the level of English Fluency obtained through the standard test, Oral Proficiency Interview test (OPI). **Type AB (Balanced Anxiety)** represents the 45.0% which corresponds to 18 students. This category is formed by three English Fluency levels; Intermediate level with 25.0% which corresponds to 10 students, Advanced level with 17.50% which corresponds to 7 students and Superior level with 2.50% which belongs to 1 student. **Type B (Low Anxiety)** represents the 42.50% which corresponds to 17 students. This category is formed by three English Fluency levels; Intermediate level with 22.50% which corresponds to 9 students, Advanced level with 15.0% which corresponds to 6 students and Novice level with 5.0% which belongs to 2 students. **Type A (High Anxiety)** represents the 12.50% which corresponds to 5 students. This category is formed by two English Grammar levels; Intermediate level with 10.0% which corresponds to 4 students and Advanced level with 2.50% which belongs to 1 student.



In this graphic, it is shown the different levels of Anxiety found in the population as subject of study, according to the results of a standard personality test. Such levels were compared to the level of English Grammar obtained through the standard test, Oral Proficiency Interview test (OPI). **Balanced Anxiety** represents the 45.0% which corresponds to 18 students. This category is formed by four English Grammar levels; Intermediate level with 22.50% which corresponds to 9 students, Advanced level with 15.0% which corresponds to 6 students, Superior level with 5.0% which belongs to 2 students and Novice level with 2.50% which belongs to 1 student. **Low Anxiety** represents the 42.50% which corresponds to 17 students. This category is formed by three English Grammar levels; Intermediate level with 17.50% which corresponds to 7 students, Advanced level with 15.0% which corresponds to 6 students and Novice level with 10.0% which belongs to 4 students. **High Anxiety** represents the 12.50% which corresponds to 5 students. This category is formed by two English Grammar levels; Intermediate level with 10.0% which corresponds to 4 students and Advanced level with 2.50% which belongs to 1 student.



In this graphic, it is shown the different levels of Anxiety found in the population as subject of study, according to the results of a standard personality test. Such levels were compared to the level of English Pronunciation obtained through the standard test, Oral Proficiency Interview test (OPI). **Balanced Anxiety** represents the 45.0% which corresponds to 18 students. This category is formed by four English Pronunciation levels; Advanced level with 17.50% which corresponds to 7 students, Intermediate level with 15.0% which corresponds to 6 students, Novice level with 10.0% which belongs to 4 and student Superior level with 2.50% which belongs to 1 student. **Low Anxiety** represents the 42.50% which corresponds to 17 students. This category is formed by three English Pronunciation levels; Intermediate level with 25.0% which corresponds to 10 students, Advanced level with 12.50% which corresponds to 5 students and Novice level with 5.0% which belongs to 2 students. **High Anxiety** represents the 12.50% which corresponds to 5 students. This category is formed by three English Pronunciation levels; Intermediate level with 5.0% which corresponds to 2 students, Novice level with 5.0% which corresponds to 2 students and Advanced level with 2.50% which belongs to 1 student.

3.5 Major Findings

The present chapter provides the analysis of the findings gathered throughout this research. First, the aims of the study are presented. Second, an overall description of the findings in the different areas is shown. Next, the results of the study are discussed in relation to previous researches. It is also followed by the expectations considered in the study. Finally, a conclusion and recommendations for future research are provided.

The question that this research attempts to answer is: What is the relationship between learning affective strategies and the level of English oral proficiency that students from Intensive Advanced English II have at the Foreign Language Department of the University of El Salvador? This question aims to identify the different levels of English Oral Proficiency from the students of the Advanced English II and if the Learning Affective strategies influence on the achievement of their levels of English Oral Proficiency. In order to gather this information it was necessary to apply a survey and interview method which required access to the population as well as collaboration to administer the personality standard tests, and the Oral Proficiency Interview test (OPI). Furthermore, the method for data analysis was descriptive. The results from the OPI were compared with the results of the personality standard tests.

After the data analysis these major findings were found.

- ✓ The results of this research reveal that a high percentage of the students from Intensive Advanced English II have at the Foreign Language Department of the University of El Salvador did not reach the advanced level of English Oral Proficiency.
- ✓ The results also show that a high percentage of the students present a balanced presence of the Learning affective strategies.

There are studies such as “The relationship between Learning Strategies and Learning Styles in the development of English students` Oral Proficiency in Reading and Conversation I, semester II, 2012” that proved that there is a positive relationship between Learning Strategies, Learning Styles and Oral Proficiency. This study suggests that Learning Strategies influence on Oral proficiency only if students` learning styles are also part of this relation. In comparison with these results given above, our research pretended to discover the relation between Learning Strategies and Oral Proficiency without including the students` Learning Styles. Due to the fact that within Learning Strategies the Learning Affective Strategies are underestimated, this research focused on the relationship between these strategies and the English Oral Proficiency of the students from the Intensive Advanced English II from Foreign Language Department of the University of El Salvador.

It was expected that students from the Intensive Advanced English II at the Foreign Language Department of the University of El Salvador could reach an Advanced level of Oral English Proficiency. It was also expected that at a higher presence of Learning Affective Strategies a higher level of Oral English Proficiency was also present. However, the results showed that the presence of Learning Affective strategies do not influence on students` level of English Oral Proficiency.

The findings showed that even though students` Learning Affective Strategies are present in a balanced level, they do not affect the level of English Oral Proficiency. It was expected that students with a high presence of Learning Affective Strategies could reach higher levels of English Oral Proficiency. A high percentage of the population showed to have a balanced domain of Learning Affective Strategies and according to these results, we expected a high level of English Oral Proficiency however the same population showed to have a lower than expected level of English Oral Proficiency. There were also students with low level of Learning Affective Strategies that were part of the same English Oral Proficiency Level as the other ones. Thus it can be said that Learning Affective Strategies do not influence on students` English Oral proficiency due to the fact

regardless of the level of Learning Affective Strategies, students did not reach the level of English Oral Proficiency expected.

3.6 Limitations

Unwillingness to help

Due to the fact that this research included instruments that required time to be filled, some teachers were not willing to let their students out in order to help with those instruments. There were also some students that seemed to be unwilling to help or participate in the process of data collection. As a result, the researchers had to look for other students in different schedules causing a delay and interruption in this stage of the research.

Reduction of Samples

It was intended to request 10 students per class to be part of the population of the study. However, there was a class with only eight students and the researchers had to request permission from some classes that had already been part of this process. This caused difficulties to reach the number of students expected as population of the study.

5.0 Conclusions

The results of this descriptive study led to the following major conclusions.

- As a general conclusion, it can be stated that Learning Affective Strategies have no relationship with English Oral Proficiency in student from the Intensive Advanced English II course from the Foreign Language Department of the University of El Salvador.
- The results of this study led the researches to acknowledge that Learning Affective Strategies do not have influence on the level of English fluency in the students from Intensive Advanced English II course from the Foreign Language Department of the University of El Salvador.
- This study permitted to know that Learning Affective Strategies do not affect the level of English pronunciation in the students from Intensive Advanced English II course from the Foreign Language Department of the University of El Salvador.
- The result of this descriptive study showed that Learning Affective Strategies do not affect the accurate use of advanced language structures in the students from Intensive Advanced English II course from the Foreign Language Department of the University of El Salvador.
- Outside of the relationship between Learning Affective Strategies and English Oral Proficiency, it can be concluded from the results of the Oral Proficiency Interview test (OPI) that the students as subject of the study did not reach the English Oral Proficiency level expected for their level.

6.0 Recommendations

For further researches

- ✓ It is necessary to consider other factors that can influence students' English Oral Proficiency like their learning styles, background (age, gender, economic level, etc.) to enrich the study.
- ✓ It is also recommended to use the method for examination of learning affective strategies and English Oral Proficiency in better conditions where the population can feel comfortable and without pressure of any teacher and time.
- ✓ It is necessary to apply another method so that two results can be compared, for more reliable outcomes.

For students

- ✓ Students should get aware of the presence of their level of learning affective strategies that even though by themselves don't influence on English Oral Proficiency, according to other studies; they can be significant if they are used with their learning styles.
- ✓ They should focus on oral activities in the class or their own way of improving their English Oral Proficiency.
- ✓ Students should use resources such as classmates, family in other countries as well as technology and social media so that they can also improve their English Oral Proficiency.

For teachers

- ✓ Teachers should be aware of their students' learning affective strategy levels and Learning Styles so that they can use them with their method of teaching to get a significant improvement regarding to English Oral Proficiency levels.

- ✓ Teachers should acknowledge that Learning Affective Strategies don't influence on English Oral Proficiency by themselves but, they can be very important when combining them with the individual Learning Styles.

For the Foreign Language Department

- ✓ The Foreign Language Department should promote more investigative projects regarding to English Oral Proficiency levels in students to identify the main factors that influence on it.

- ✓ The Foreign Language Department should train teachers on how to combine Learning Strategies and Learning Styles in order to accomplish higher English Oral Proficiency Levels in students.

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APPENDIX

UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCES AND HUMANITIES
FOREIGN LANGUAGES DEPARTMENT

QUESTIONNAIRE ADDRESSED TO SOME STUDENTS TAKING ADVANCED ENGLISH II, FIRST SEMETER-2014.

Gender **Age** **Year in the major**

OBJECTIVE: To know what type of personality the students of Advanced English II Semester I-2014 have.

DIRECTION: Check the option as required

1. ¿Cree que el día no tiene bastantes horas para todas las cosas que debería usted hacer?
Si ____ No ____
2. ¿Siempre se mueve, camina o come con rapidez?
Si ____ No ____
3. ¿Se siente impaciente por el ritmo al que se desarrollan los acontecimientos?
Si ____ No ____
4. ¿Acostumbra a decir: "Ah, ajá" o "sí, sí, sí", "bien, bien", cuando le habla una persona apremiándola inconscientemente a que acabe de decir lo que tiene que decir?
Si ____ No ____
5. ¿Tiene tendencia a terminar las frases de otras personas?
Si ____ No ____
6. ¿Se siente exageradamente irritado incluso rabioso cuando el coche que le precede en una carretera rueda a una marcha que usted considera demasiado lenta?
Si ____ No ____
7. ¿Considera angustioso tener que hacer cola o esperar turno para conseguir una mesa en un restaurante?
Si ____ No ____
8. ¿Encuentra intolerable observar cómo otras personas realizan tareas que usted sabe que puede hacer más deprisa?
Si ____ No ____
9. ¿Se impacienta consigo mismo si se ve obligado a realizar tareas repetitivas (rellenar resguardos, firmar talones, lavar platos, etc.), que son necesarias pero le impiden hacer las cosas que a usted le interesan realmente?
Si ____ No ____
10. ¿Es usted de esas personas que leen a toda prisa o intentan siempre conseguir condensaciones o sumarios de obras literarias realmente interesantes y valiosas?
Si ____ No ____

11. ¿Se esfuerza por pensar o hacer dos o más cosas simultáneamente? Por ejemplo, al tiempo que intenta escuchar la charla de una persona, sigue dando vueltas a otro tema sin ninguna relevancia con lo que escucha.

Si ____ No ____

12. ¿Mientras disfruta de un descanso, continúa pensando en sus problemas laborales, domésticos o profesionales?

Si ____ No ____

13. ¿Tiene usted el hábito de acentuar excesivamente varias palabras que usted considera clave en su conversación ordinaria o la tendencia a articular las últimas palabras de sus frases más rápidamente que las palabras iniciales?

Si ____ No ____

14. ¿Encuentra difícil abstenerse de llevar cualquier conversación hacia los temas que le interesan especialmente, y cuando no lo consigue, pretende usted escuchar pero en realidad sigue ocupado en sus propios pensamientos?

Si ____ No ____

15. ¿Se siente vagamente culpable, cuando descansa y no hace nada durante varias horas o varios días?

Si ____ No ____

16. ¿Intenta siempre programar más y más cosas en menos tiempo, y al hacerlo así deja cada vez menos margen para los imprevistos?

Si ____ No ____

17. Al conversar, ¿da con frecuencia puñetazos o palmadas en la mesa, o golpea con un puño la palma de la otra mano para dar más énfasis a un punto particular de la discusión?

Si ____ No ____

18. ¿Se somete a ciertos plazos en su trabajo que con frecuencia son difíciles de cumplir?

Si ____ No ____

19. ¿Aprieta con frecuencia las mandíbulas, hasta el punto que le rechinan los dientes?

Si ____ No ____

20. ¿Lleva con frecuencia material relacionado con su trabajo o sus estudios a su casa por la noche?

Si ____ No ____

21. ¿Acostumbra usted a evaluar en términos numéricos no sólo su propio trabajo, sino también las actividades de los demás?

Si ____ No ____

22. ¿Se siente usted insatisfecho con su actual trabajo?

Si ____ No ____

TEST DE PERSONALIDAD

Este test ha sido creado para conocer a qué tipo de patrón de personalidad pertenece una persona. El tipo de personalidad **A** corresponde a aquellas personas que necesitan afirmarse permanentemente a través de logros personales para alcanzar la percepción de auto-control. Experimentan una constante urgencia de tiempo que les hace intolerable el reposo y la inactividad.

Estas personas también presentan una percepción de amenaza casi continua a su autoestima, eligiendo la acción como estrategia de enfrentamiento a sus problemas. Tienen tendencia a la dominación, una profunda inclinación a competir y una elevada agresividad que les induce a vivir en un constante estado de lucha.

Las enfermedades más frecuentes en estos sujetos son las de tipo coronario, problemas psicosomáticos y síndromes de ansiedad generalizada. El patrón de conducta **A** se adquiere a través del aprendizaje y se puede detectar ya en la adolescencia.

El patrón de personalidad **B** es, evidentemente, lo opuesto al anterior. Son personas con un adecuado nivel de auto-control y autoestima que no les hace falta mantener actitudes compensadoras para reafirmarse. No son competitivas ni tan fácilmente irritables, y en general se toman la vida con mayor tranquilidad.

Valoración:

14 puntos o más:

Si se encuentra dentro de esta puntuación, es usted persona con un carácter del tipo **A**, debería relajarse y tomarse las cosas con más filosofía, pues tiene mayor peligro de padecer enfermedades coronarias, problemas psicosomáticos y estados de ansiedad. El mundo no se acaba sin usted.

Entre 9 y 13 puntos:

Usted se encuentra dentro de una puntuación normal, su carácter es un equilibrio entre la personalidad **A** y la **B**. Dentro de estos parámetros es donde se encuentra la mayoría de personas. Se activa lo suficiente para ser productivo y eficiente en el trabajo o estudios, pero sabe mantener la calma en las situaciones que así lo requieren, aunque en ocasiones también se sienta nervioso.

9 puntos o menos:

Es usted una personalidad del tipo **B**. Es bastante menos vulnerable a sufrir ansiedad que otras personas, no se muestra ambicioso ni dominante, deja que las cosas sigan su cauce sin preocuparse en exceso. No quiere decir que nunca se muestre nervioso o angustiado si la situación le desborda, pero en general tiene un temperamento templado.

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QUESTIONNAIRE ADDRESSED TO SOME STUDENTS TAKING ADVANCED ENGLISH II, FIRST SEMETER-2014.

Gender **Age** **Year in the major**

OBJECTIVE: To find out how sociable the students are and their and self-esteem level in the classroom.

DIRECTION: Check the option as required

1. I like to participate in class.
Always___ sometimes___ rarely___ never___
2. I volunteer to participate in class.
Always___ sometimes___ rarely___ never___
3. I prefer to listen to others opinions rather giving mine.
Always___ sometimes___ rarely___ never___
4. I like to work in groups in class.
Always___ sometimes___ rarely___ never___
5. I feel forced by the teacher to participate in class.
Always___ sometimes___ rarely___ never___
6. I feel pressed by my classmates to participate in class.
Always___ sometimes___ rarely___ never___
7. I think my opinion is important for the class.
Always___ sometimes___ rarely___ never___
8. I feel nervous when I participate in class.
Always___ sometimes___ rarely___ never___
9. I feel judged when I participate in class.
Always___ sometimes___ rarely___ never___
10. I like participative classes.
Always___ sometimes___ rarely___ never___