

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



“BENEFITS FOR STUDENTS OF THE BACHELOR IN ENGLISH
TEACHING OUT OF PRACTICING ENGLISH OUTSIDE THE
CLASSROOM AT THE FOREIGN LANGUAGE DEPARTMENT OF THE
UNIVERSITY OF EL SALVADOR, YEAR 2014”

PRESENTED BY:

JAQUELIN ELENA FLORES PEREZ
DARWIN ISAI GRANDE GARCIA
HENRY XAVIER SÁNCHEZ RAMIREZ

FP06012
GG08145
SR03053

FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF BACHELOR
OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING/ BACHELOR OF ARTS IN
ENGLISH

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FEBRUARY 27th / 2015

MAIN UNIVERSITY CAMPUS, SAN SALVADOR, EL SALVADOR

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ABSTRACT

This study tends to measure how students from the Bachelor in English Teaching get benefits out of practicing outside the classroom at the FLD. It is known that teachers are involved in developing the students' skill but sometimes they find themselves in a dilemma on how make them practice indeed. On the other hand, it is also hard for students to be participant in some activities due to the lack of knowledge, vocabulary, shyness and other factors that might affect their development at the moment of putting into practice their skills. This brings a dilemma on how both agents can work together in order to develop the skills in the pupils. First of all, the learners must be conscious about the need of joining the subject and the practice together to communicate with people. They must know that they have to speak not because the teacher is asking them to do so but because there is a strong decision to do it outside the classroom more than in class. Students sometimes need the opportunities to practice the skills to be encouraged and motivated to develop them and do a good job. In this way, the teacher's role is an important part in the process; thus, in order to both have better results in the teaching-learning process an intensive work must be done mutually.

Outside the classroom, most students are immersed in a first language environment with limited exposure to English. Thus, it is sort of difficult for them to get that required exposure to the English language, and find people who they can practice with might be another difficulty. It is important to clarify though that if students really want to make a little effort to pay attention to the language as it is used in their daily lives, they have to look for ways in which they are going to apply what they need to develop their skills. As Hyland agrees: "[Language learning] can take place at any time and in any place,

including the home and the community” (2004, p. 180). All together, it is suggested that teachers and students make better use of the authentic English resources that exist at the neighborhood level (Educational Testing Service, 2010; Hsieh & Chu, 2006). In this way, it is clear that the exposure of the language is the key in the development of English skills. For this reason, a study is going to be made so that the researchers will find out what are the benefits that students get when they practice their skills outside the English classroom.

ACKNOWLEDGMENTS

First, I want to thank God because he has given me the blessing of finishing my major. He gave me strength and patience along these five years and now it is the fulfillment of my dream.

I am grateful with my parents Ismael Grande and Melbi Areli Garcia for their economic and moral support, there are no words to describe their way of being. I really admire their dedication and hard work that inspired others to achieve their goals especial mine. They have been my engine to keep on fighting in order to finish my goal. Thanks mom for all your support, advice and love. Also thanks a million for the priceless values you taught me to guide my life.

Also, my sincere appreciation goes to my brother Ericson Grande for encouraging and helping me. I would also like to thank my two sisters Nolvía Aliseth and Yoselin Iveth Grande for all their appreciations and care about me.

My truthful thanks also goes to all my family who every day show me that every sacrifice has recompense and a lot for encouraging me to do my best and believe in myself to follow my dreams. Specifically to my dear aunt Irma Anneli Garcia for demonstrating me her love through many things.

Also, I want to thank my fellows school mates for their marvelous friendship during these years. We lived unforgettable moments at UES, I learned many things with all of them and I appreciate their friendship. Especially to my friends and team mates for this research: Jaquelin Flores and Xavier Sanchez.

To all my teachers, thanks for your words of encouragement and pieces of advice to do and finish this project at the FLD, some of them shaped my personality as a teacher. They were my model role to follow in this wonderful field of teaching. Last but not the least to our advisor Lic. Alex Landaverde, that helped us a lot in the development of this graduation project.

DARWIN ISAI GRANDE GARCIA

ACKNOWLEDGMENTS

I am indebted to many people who have helped me both directly and indirect:

First at all, I would like to thank God for helping me and enabling me to carry out this research. To my family, for keeping my feet on the ground and supporting me through all these years as a student. I specially want to thank my parents, Francisco Sánchez and Teresa Sanchez for the greatest example of perseverance and success.

I would also like to thank the members of my research team, Jaquelin and Darwin for their intellectual incentive, encouragement and support though this entire journey.

And finally, I want to thank my advisor Lic. Alexander Landaverde for his kindness, patience, encouragement, help, advice and the excellent example he has provided as a successful professor.

HENRY XAVIER SANCHEZ

ACKNOWLEDGMENTS

Foremost, my particular gratitude goes to the Almighty. He who has allowed me to be in this journey I am finishing now. Without his guidance I would not have been through this experience.

In addition, I want to give special lines to the most important woman in my life, my mom. She has been the one who has helped me every single day by giving me the strength, support, words, courage and motivation I needed in order to end up this achievement.

Besides, I would like to thank to each member of my family. They have been the ones who supported and accompanied me every day of these years helping me without even asking a word. To my lovely relatives who are still next to me and the ones who had said bye but who always backed me up in every moment: my dear aunt Juanita.

At the same time, my sincere appreciation to my mentor Alex Landaverde for the continuous help in the study and research in order to work on and finish this thesis. I want to thank him a million since without his help this could not have been possible now; for being such an excellent professor, mentor and person who was there for encouraging and shaping our way to work.

Also, I have to thank all the professors from the Foreign Language Department who have been part of this achievement I am ending today. All of them have been an essential and important element in my development not only as a professional but as a person as well. I want to thank them for having guided me with good techniques and

individual way of teaching when sharing their knowledge with me and definitely, without their help I would not be writing this last project now.

Moreover, I need to thank my dear teammates Xavier Sanchez and Darwin Garcia. I am sure that without their words, courage and craziness we would not have done this project. Thank you guys, you are great folks.

Finally, the last ones but not the least ones, I want to write thanks a lot to my dear and lovely friends. To every one who started being as my classmate and with the pass of the days, they became my friends. For having been there with their friendship, support, enthusiasm, unique personalities and overall for being amazing people who I have had the chance to share time with in the ups and downs. Altogether with all the my friends who have been with me in this process.

JAQUELIN FLORES

I. STATEMENT OF THE PROBLEM

A. HISTORICAL FRAMEWORK

Since the beginning of time, it is known and recognized how important the practice of a language is in order to manage it. However, as Higgins (2009: 401f.) argues, few empirical studies which combine data on linguistic activities outside of school with learning outcomes in school have been researched. In the following, it will briefly summarize findings from previous research on language learning in an out-of-school context.

The first study, made by Pearson (2004), was aimed to verify what learners do outside the classroom. This one was developed on English learning habits among eight Chinese students enrolled in a university course and combined it with a questionnaire distributed to all 106 students in the same course. In his questionnaire, he used 11 predetermined spare time activities in English plus a final open category. The results drew that his informants were most frequently involved in listening to/watching news on radio or TV; studying in the library; reading books, magazines, or newspapers; watching TV programs, videos, or movies; and listening to music or the radio. At the same time, it was concluded that, learner motivation and awareness were important aspects of out of class language learning (2004: 7). Moreover, he found that students' language proficiency was one factor which influenced what type of activities the informants engaged in, and how frequently.

Another study made by Piirainen-Marsh and Tainio (2009), was focused on adolescents engaged in playing video games and the potential learning outcomes from doing such activity. The Finnish researchers argue that the informants developed their

linguistic and interactional competence in English thanks to the lexical and prosodic repetitions that were integral features of the video game. They found that the game enabled the players to practice, perform, reproduce, and play with different characters' style and accents of English (Pirainen-Marsh & Tainio 2009: 165). At the same time, it can be stated that repetition offered a flexible resource through which players participated in the play actively and this practice was linked to learning (Pirainen-Marsh & Tainio 2009: 166).

A third study made by Forsman's 2004 on how the practice is influenced on students' linguistic and cultural awareness and attitudes. Her data consisted of one questionnaire and a number of interviews, both with students and teachers. One question in the questionnaire addressed spare time activities in English. For each activity, the interviewees were to estimate how much time was spent on it. Overall, as in the previous studies it was reported that listening to music, followed by watching TV, playing computer games, and using the Internet were the activities the students did the most in order to develop their English skills. Very low values were reported for reading books or reading magazines in English, on average less than one hour for each of the reading activities, Forsman(2004).

Finally, another study was made on the spare time English and learning outcomes; it was developed by Sylvén (2004). She arrived at interesting results with regard to the importance of linguistic activities in English outside of school. For instance, the boys in her study had a larger amount of English input from media than girls, and boys also scored higher on vocabulary tests (Sylvén2004: 226). Boys' involvement in video games and role plays proved to be an important factor contributing to their results

on vocabulary. Sylvén also found that those who were involved in out of class reading scored higher on vocabulary tests than those who did not read.

B. DESCRIPTION OF THE PROBLEM

The Foreign Language Department (FLD) at the University of El Salvador has suffered an increase in the number of students in the majority of classes as a result of the growing necessity of communicating in a second language for getting better opportunities. Thus, there are English classes with more than 40 students, when according to Murphy (1998) the highest number in an English class is 25. This has become a trouble since not all students can apply what they are learning in every class. Students and professor from the FLD are all aware on how important is to put into practice every macro skill in order to develop them, as a consequence, and because of the time is not enough in a four-wall room, other scenarios must be created in order to look for ways to practice the language.

It is true that the students from the FLD have a lack of opportunities when referring to people who they can practice with besides their professors and some peers who are willing to practice the language. However, it is known that according to research and experience which have shown that people learn to speak a language fluently much faster through everyday contacts, than through a programmed and restricted class drill Verhallen, (1996). For this reason, it is necessary that learners look for techniques that will provide them with the needed things to develop the skills. For this reason, Carrol, in a study of foreign language proficiency level attained by language

majors near graduation from college, also, expressed a similar view that, the more exposure to the target language the greater the success of students in proficiency tests. In this way, students have to go deeper in order to get what it takes to learn the language.

In response to this problem, the present study aims to investigate “Benefits for Students of the Bachelor in English Teaching out of practicing English outside the classroom at the Foreign Language Department of the University of El Salvador, Year 2014”. Therefore, this study mainly focuses on what benefits are gotten after practicing the language outside the classroom throughout different activities students carry out to develop the skills.

C. OBJECTIVES

General:

To establish the benefits the students from the FLD of third year have gotten so far in their major after using English outside the classroom.

Specifics:

- To identify how their language skills have been improved after practicing English outside the class.
- To explain how the simple act of using the target language outside the classroom can have an impact on the overall performance of learners.
- To describe what sort of activities are applied by students and their benefits.

D. RESEARCH QUESTIONS

- What are the benefits the students from the FLD have gotten so far in their major after having practiced the language outside the classroom?

- Through which specific activities have students been able to improve their language skills outside the classroom?

- How do students identify if the activities done outside the classroom are bringing benefits to their acquisition of the language?

E. JUSTIFICATION

Research in Second Language Acquisition indicates that using English outside the classroom is an important part of the language learning process. However, our reality describes a different picture; the amount of the students who practice or use the L2 is seems to be very low. That is why it was considered that it is important to identify all the benefits students will get by stepping out of their comfort zone and use the language they are learning beyond their classroom. This research attempts to study students from the Foreign Language Department of the University of El Salvador who will be attending the third year of their major.

As students, the researchers know by firsthand that using the language everywhere provides positive results in the performance. Any time a person has the chance to talk with friends and apply peer corrections or share new vocabulary as a way to learn by them, it might be considered more relevant what most of the students will learn in a regular classroom. There are many things that student will not learn at school, not because they are not included in the syllabus but because there are some topics or knowledge it will only be learnt in the everyday life.

The literature that will provide the team to lead the research will be different articles related to the topics, previous studies and the experience students will share with the researchers. The team will get access to different sources such as online libraries, classroom, teachers and students. Consequently the study will take place in the Foreign Language Department at the University of El Salvador.

The purpose of the investigation is to gain a more detailed understanding of the various types of English exposure students get involved with outside the classroom and how this simple practice will provide long term benefits in their performance. In addition to, this study will contribute to explain the benefits ESL learners can get by practicing English out of the classroom. Besides, the results will provide and explain the variety of techniques; activities and strategies students develop consciously and unconsciously over the years. These findings can be shared with the teachers and students from FLD.

F. DELIMITATION OF THE PROBLEM

At the beginning this study was intended to be done in a wide area; however, due to different limitations and in search of the most accurate results, this research will be conducted in the Department of Foreign Languages at the University of El Salvador. The study will be based on the different experiences and practices of a selected group of students from the school formerly mentioned and it will have a scheduled time of about three months.

II. THEORETICAL FRAMEWORK

Key terms definitions

Inside vs outside the classroom: When talking about learning English inside the classroom, it refers to the English that is being taught by the teacher in a classroom situation such as watching a movie or reading a book during English-class. On the other hand, when talking about English outside the classroom it refers to all aspects of the English language that the students are exposed to outside of school such as exposure to English language use at home, written or oral communication and interaction in English language outside the classroom, exposure to English language use through reading of materials like newspapers, magazine, novels, literature books, watching television programs and listening to the radio or any other activity that is done outside a four wall room are examples of English picked up outside of the classroom.

The ESL classroom: ESL is the abbreviation for *English as a Second Language*. When this term is used either ESL or the ESL classroom it is meant a classroom in which the students in most (if not all) cases have mother tongue other than English.

L1: L1 is the term for the first language. It is also known as mother tongue.

L2: L2 is the term for second language. In this case, it will be English.

Media: With the term *media*, it is meant various forms of communication such as television, Digital Video Discs, music, the internet, magazines and newspapers, movies, and cell phones.

IQ: Measure of intelligence: a measure of somebody's intelligence, obtained through a series of aptitude tests concentrating on different aspects of intellectual functioning.

Language fluency is used informally to denote broadly a high level of language proficiency, most typically foreign language.

Autodidacticism (also autodidactism) or self-education is self-directed learning that is related to but different from informal learning. In a sense, autodidacticism is "learning on your own" or "by yourself", and an autodidact is a self-teacher.

Receptive and Productive skills: With the term receptive skill it means the students competence in listening and reading. Their productive skills include the competences speaking and writing.

Autonomous learners: the study students make by themselves.

LITERATURE REVIEW

Outside the classroom, most students are immersed in a first language environment with limited exposure to English. As a result, it is sort of difficult for them to get that required exposure to the English language, and find people who they can practice with might be another difficulty. Most theories agree on how the language acquisition is the need for exposure before language can be acquired. To be exact, people cannot possibly learn a language without one form of exposure or another to the language in use. In addition, language is a kind of latent structure in the human mind, according to the rationalists (Houston 1971) the development of language depends on exposure to some specific linguistic experience (Curtis Franklin et. Al 1974). Though it is important to clarify that if students really want to make a little effort to pay attention to the language as it is used in their daily lives, they have to look for ways in which they are going to apply what they need to develop their skills. That is to say, they have to create an English world environment in which all they have around in their L1 can become in L2 in order to be in contact with English.

It is clear that the exposure of the language is the key in the development of English skills. Therefore, learning can happen at any moment and as Hyland agrees: “[Language learning] can take place at any time and in any place, including the home and the community” (2004, p. 180). All together, it is suggested that teachers and students make better use of the authentic English resources that exist at the neighborhood level (Educational Testing Service, 2010; Hsieh & Chu, 2006). At the same time, the development of language depends on exposure to some specific linguistic experience (Curtis Franklin et. Al 1974). Carrol, in a study of foreign language

proficiency, expressed a similar view that, the more exposure to the target language the greater the success of students in proficiency tests. Krashen in a study entitled "formal and informal linguistic environment in language acquisition and learning" found that meaningful exposure to the target language is necessary, if not a sufficient condition for language acquisition. In this way, what it takes to develop the skills is to be exposure to the English environment.

All in all, practicing a L2 in a place where it is not spoken might be such a big challenge. Self study and practicing English on one's own are mandatory things every learner must be aware of when wanting to master a language. Due to the lack of English exposure, it is necessary that the learners find ways to apply the skills every language needs to be developed. Some learners develop or put into practice their skills by listening to music with the lyrics, watching movies with English subtitles, chatting with their peers in L2, keeping a diary and a vocabulary log, having their cell phones and/or any other device in English language, among others. Hence, it can be said that they learn through self-check using transcripts, books, audio and video aids.

The Benefits: Speaking and listening.

One of the primary benefits of speaking English is that it is often considered the language of global business. The international business community often uses it for communication, even among people who do not speak the same native language. Speaking and understanding English can let a person more easily communicate with others and find more job opportunities not only in his or her home country, but around the world as well. People who speak two or more languages are often ideal candidates for jobs in travel, international business, or translation.

Social Networking and Relationships

Many people see the ability to communicate and talk with others as one of the major benefits of speaking English. Even outside of a professional environment, people often like to be able to talk to individuals from around the world. Many people find great social and cultural benefits in having friends from other countries, and the Internet makes such communication fast and easy. Knowing English can broaden the types of people you can speak to, whether it is via email or on an online discussion forum. A tremendous number of websites are available primarily in English.

For anyone interested in traveling to countries in which English is the primary or common language, it is often essential to understand and speak it. Throughout the UK, US, and Canada, traveling and shopping are often made easier by speaking the language since many individuals may not speak any other language. One of the most important benefits of speaking English is the ability to explore these regions and more easily communicate with locals to learn about places and events that might otherwise remain unknown. Learning a language can also be a great way to meet people, even if you never plan on leaving home. A class at a local language academy or university can introduce you to a wide variety of people who are also interested in English, and give you the opportunity to interact with them in a controlled setting. Language courses often encourage students to carry on conversations with each other in the language being learned, and this can be a great way to break the ice with new people.

Education

Due to English is a first language for many countries, many other nations teach it as a requirement in schools. It is estimated that over a billion people in the world speak English on at least a basic level. For many people, the benefits of learning English involve the new opportunities that become available to someone who understands it. Anyone interested in attending a university in the US, for example, needs to speak it or be able to pass a test proving that he or she is fluent.

Self-confidence:

Students, who go beyond of what it is stated, develop a feeling of doing something relevant and interesting that impact in the way they see themselves in the world they interact with. Being encouraged, expressing their ideas, opinions, desires, emotions and feelings are just examples of what a student can acquire after breaking the fear of making mistakes. This type of students get involve in conversations with native speakers, request information in public places using English, listen to radio, television, movies and music, read and write notes to friend or coworkers in the target language, read instructions in English, read and write personal letter, challenge themselves to improve and increase their vocabulary by setting short and long term goals such as memorizing they lyrics of a song, reading a book every week, having phone or video conversations with a close friend or someone living abroad.

Language Fluency:

It seems that language acquisition is essential to develop fluency in a second language and this acquisition can be aided by a helpful and motivational learning environment. There are studies that have demonstrated that various forms

of media can be helpful for the ESL students' language development. Several researchers have discovered how media can function as a source and motivational tool for informal L2 acquisition learning. Television, music, chatting and seeking information on the internet all contribute to exposing students to the English language.

Music

When it comes to media, it states that music is an important part of this society, cross borders and has no limits. It could be assumed that music could and should play a larger part of the English language acquisition. In her book, Livingstone (2001) suggests that "music is a mood creator" to people in general and she proposes that music does play a huge part in everyday life. On the other hand, in his book; *Music, the Brain, and Ecstasy*, writer and composer Robert Jourdain (1998) observes highly remarkable relations between music and language learning. Based on his research it can be seen that communicative systems are lateralized in the two temporal lobes of the brain, thus, communicating through the two separate systems of music and language further increases the ability to learn. Even though they are "separate", they are "complimentary systems of structured communication" where "language is primarily responsible for content and music for evoking emotion". Jourdain suggests that the two different systems representing music and language -learning when operating together can be highly valuable to the language learner especially when picking up new vocabulary. In addition to this results, the article; "Singing in ESL with

songs for the grammar class”, written by Fawn Whittaker (2004) implies that singing in the classroom should be seen as a tool for learning how to listen, speak and read a language.

Different Forms of English

People who do decide to learn English may need to consider what type of English is best for them to know. The two most common forms are British English and American English, and they can be quite different in some respects. The fundamental underlying language is the same, and people who learn one are likely to still be easily understandable by someone who speaks the other, but there will be instances in which words or phrases do not mean the same thing.

Many of the decisions about which type of English to learn will depend on where a student is learning it and what his or her ultimate goals are. To understand the language generally, any type of class will be of help. Many people do not have a wide variety of options to choose from, and a local language academy may only teach American English. For example, someone who lives in America is more likely to be taught this form simply because he or she is closer geographically to the United States of America.

The Benefits: Reading and Writing.

Reading is an activity through which a person's cognitive ability could be furthered. It is also the extraction of meaning from words in print. As it is known, one of the biggest sources in the direction of students that are learning another language is the put of practice of reading and writing. Since this is the way of being in a high stage, and

also it is one of the skills that give people much advantages and benefits to their life. Sanacore (2002) pointed out that becoming a lifetime reader is predicated on developing a love of reading, so it is not necessary to ask to that person if he or she likes to read, because that person reveals or let somebody see those benefits gotten about it. It is necessary to point out that there is a high percentage of people that read for pleasure and for some others it has not been a research priority that will give them those benefits that help to all their life. Some studies are accumulating that it is really necessary to emphasize the importance of reading for both educational as well as personal development. These studies show that promoting reading can have a major impact on children/young people and adults and in their future. For example, research with children has shown that reading is positively linked with the following literacy-related benefits.

Grammar and vocabulary

People get benefits of grammar and vocabulary when they read a number of books. According to Cipielewski & Stanovich, (1992; Cox & Guthrie, 2001) text comprehension and grammar are gotten after any reading, even after a variety of health, wealth and school factors that are statistically controlled for any person Elley (1994). Breadth of vocabulary depends of the magnitude of readings you have in your life, Angelos & McGriff, (2002), even after other relevant abilities such as IQ or text-decoding skills that are controlled for somebody else, cited: Cunningham & Stanovich, (1998).

Thus, they become experts in their reading skill when they get the meaning or the understanding of vocabulary. It also makes to explore the reading world and makes different and real people with a high level of knowledge, since the better life depends about reading. And it is something fun and also important for all people. The acquisition of vocabulary is an obvious focus for any program aiming to enhance people's literacy. Most people have problems because they do not practice it and that brings a low rank of vocabulary, though.

Positive attitude and attainment

What constitutes a positive attitude in people is the attainment of the goals that they have projected to their future. People that plan something get everything because it has been anticipated previously. Guthrie & Alvermann, (1999) mentions that the positive reading attitudes depend on the person you are, the way you read and also of your behavior, these stepladders are linked to achieve what you need to have as a reader, and the major benefit is that people get the positive attitude like McKenna & Kear(1990) pointed out. Also, reading attainment that is done both in school and out of school make people feel more peaceful because reading is the sign to the enrichment of vocabulary to the future, (Krashen, 1993; Anderson, 1988 (OECD, 2000).

There is also a greater self-confidence as a reader when people feel that passion for books, in addition to that they find the pleasure in reading, knowing that in their later life it is going to be the best tool to be the sufficient person as Aarnoutse & van Leeuwe, (1998) and Guthrie & Alvermann, (1999) mentioned, and it becomes another benefit in them.

Even though, there are several notable findings from the reading section the least popular reading medium seems to be that of reading newspapers, particularly with the older boys. This trend is also consistent with comic books, although here it is the older of both genders that show less interest in reading English comic books. The main areas of reading interest in English for both boys and girls are based on the internet. Here, it should be mentioned that there was perhaps too much of a leading distinction between reading newspapers and reading on the internet. Of course, these two things are not mutually exclusive.

Genders

It can be seen that the genders differ when girls seem to study a lot of lyric songs in English whilst boys exposure is through computer games which in turn involves more reading of instruction manuals. Though it seems a lower stage than average ratings for the reading of books and magazines, it can see that girls read more than boys in this area. Thus, if people want to answer the question about how much of these types of reading the students are exposed to in the classroom an average rating is received, however, with a damning and low, younger girls clearly feel they do not receive any familiar reading material in class.

Chatting

A glance at the results of a research shows that writing is the least used skill outside of the classroom. In every field, it seems that a rating of an estimated number is over. The most significant statistics tell that younger girls very rarely write poetry or

songs in English and that younger boys almost never try their hand at writing short stories in English. It is also plain that older boys rarely write letters and postcards, things that nowadays do not exist yet. The glaring anomaly to in the writing statistics is the use of English in internet chat rooms. Here, the researchers can see a complete swing in the other direction with the youngest students particularly taking a lot of initiative when it comes to chatting in English. Students generally feel as though they do a reasonable amount relevant writing inside the classroom with the exception of the younger girls, who, coincidentally, also had the highest rating when it came to internet chatting.

From what has been discussed so far, it is understandable how the above relationships hold for first and second language acquisition, if nobody likes to read nor write it means that he or she is going to be called as "analphabet" but children and adults that make it for pleasure become experts says Krashen (2004). Even correlational studies have also consistently shown that those who read more are better readers. Indeed, reading amount and reading achievement are thought to be reciprocally related to each other as reading amount increases, reading achievement increases, which in turn increases reading amount, Cunningham & Stanovich, (1998). Consequently, as it was stated by Pressley (2000, p. 56), "the frequent admonition for children to 'Read, read, read' makes sense in that extensive reading promotes fluency, vocabulary, and background knowledge."

Some writers have said that there is also evidence that reading not only impacts on reading achievement but also increases general knowledge, they become experts knowing too much words and the meaning of many words by context and in some cases

meanings from different countries, so they are accomplished to give meanings to anybody but it is gotten only by reading, as Cunningham & Stanovich, (1998) says. Secondly, it is known that understanding other cultures it is really valued because reading about them build up a better understanding of the language; thus, if there is a low percentage of people that do not like to do this how will they know the correct meaning of some words? Subsequently, people that read are the unique or sufficient enough to know and give the meaning of any word from other cultures. Though, Meek(1991) pointed out that not all the people are concerned in knowing of some other cultures, but it is really necessary. Finally, events focusing on reading can also promote or enhance social skills in people, Allan, Ellis & Pearson, (2005; The Reading Agency, 2006). It allows people to be more capable to do anything and also it has been shown to combat feelings of loneliness in adults Rane-Szostak&Herth, (1995). Overall, when individuals read frequently, “they experience the value of reading as efferent and aesthetic processes. Thus, they are more likely to read with a sense of purpose, which further supports their developing reading habit” mentions Sanacore, (2002, p. 68).

In brief, different variables affect the learning of language. One of the most significant is exposure to the language itself. Students with more exposure to the target language are expected to acquire greater familiarity with the target language. As it was mentioned above, language exposure is vital to language learning and the type and level of language proficiency that emanates from the language learning process is almost entirely determined by language exposure (Lubega 1979). As a result, there could be a formal or informal linguistic environment to learners; for instance some can be exposed to the language itself when travelling or interacting with others in either

American or British English and others might be in touch with same peers' accent. That is not a problem though because the most essential part is that they can be in contact with the language itself. On the contrary, with the ones who have been only facing the formal learning without a little or non-exposure to English outside the four-wall room. In few words, it can be stated that a learner who has had only formal exposure to the target language will achieve a lower level of proficiency in the language compared to the one who has had formal and informal exposures.

Finally, it is necessary that students become autonomous in their learning process since it is the only way they have for developing the skills that must be exploited. In this way, they have to create the scenarios they need in order to go step by step building their own knowledge of the language and it can be created throughout many types of media, such as film, music and the internet as it was stated above. Nowadays, people are exposed to the English language on a daily basis so getting this level of learning might not be a complex task in the future either. At the same time, it seems that English awakes that input in cultures in order to explore the world through the language by developing a unique position to create interest, motivation and enthusiasm within its subject. For this reason, according to Skolverket (2006) "students develop their ability to read different types of texts for pleasure and to obtain information and knowledge, and also deepen their understanding of spoken English in different situations and contexts". Consequently, being an autonomous learners turns out in being a knowledgeable person not only of the language but of the world all of this by practicing English outside the classroom throughout the development of the Receptive and Productive skills: listening, reading, writing, and speaking.

III. TYPE OF STUDY

In each research is important to establish what sort of study is going to be carried out. Here, it pretends to apply a descriptive study since this one is usually concerned with describing a population with respect to important variables. Descriptive studies search to specify important properties of people, groups, communities or any phenomenon that is submitted to analysis (Dankhe, 1986). They measure or evaluate dispersed aspects, dimensions or components of the phenomenon or phenomena to be researched. From a scientific point of view, describing is measuring. That is to say that a descriptive study selects a series of matters and measures each one of them independently, in that way it measures what is being researched. Therefore, since the topic is the benefits the students get after practicing outside a classroom, it is necessary to mention that it is going to describe how this practice is measured related with the performance and all together with the benefits gotten out of it.

IV. HYPOTHESIS

A. Research Hypothesis:

- An outstanding performance of English is closely related to the use of language outside the class.
- Practicing English outside the class provides more chances of developing fluency.

Null Hypothesis:

- Using English outside the class is not related to the speaker's performance.

B. Conceptual definition of variables

- The variables in the research project are the students' performance and developing English fluency. What the research intends to obtain from the students can be summarized in the two variables mentioned before.

C. Operational definition of variables

Both variables can be measured by applying the appropriate instrument, which will provide the information that will prove the tentative hypotheses. The instrument selected is the questionnaire. The best way to get to know students' reality is by asking directly to the agent that is being observed / studied. The evidence that will be analyzed in order to complete the research project will be based on students' opinions, experiences and answers.

V. RESEARCH DESIGN

The design to be applied to analyze the purpose, the nature, the use and the applications of this project is going to be “the non-experimental” since during this design the investigators can observe phenomena as given in its natural context, and then analyze them. The subjects are observed in their reality. The participants are exposed to their real environment so data cannot be manipulated; on the contrary, it is going to be observed only because the situations already happened. At the same time, in this type of research, data is collected in just one moment, in a unique time. Its purpose is to describe variables and to analyze their incidence in a specific moment on the time. All in all, a Transactional Correlational design has as objective to describe relationships between two or more variables in a determined moment. Descriptions are also given but not of individual variable, but of their relationships. Thus, it analyzes aspects, dimensions or components of the phenomenon or phenomena to be researched. Besides, descriptions are also given but not of individual variable, but of their relationships. Finally, it is necessary to highlight that the two variables are going to be analyzed in order to know the relationship they both have between them and how they are interrelated.

VI. UNIVERSE AND SAMPLE

A. Universe

This qualitative study will take place at the University of El Salvador with a population of 165 students who are studying Advanced English I, Semester 02 at the Foreign Language Department. These students are divided into four groups of G1= 40; G2= 42; G3= 39 and G4= 44 students respectively. The Foreign Language Department registers 1340 students. The questionnaire will be implemented by three researchers. This instrument is divided into two categories: the first one, personal information: gender, education levels, course, date and GPA (Grade Point Average) and second one, multiple choice questions related to the use of English outside the classroom and its benefits.

B. Sample

Researchers will submit a questionnaire to 48 students from Advanced English I groups from the English Major. The students will be selected at random by the researchers from the four groups. The students will have around 20 minutes to complete the instruments that contains 30 multiple choice questions.

<p>Formula</p> $n = \frac{Z^2 \sigma^2 N}{e^2 (N-1) + Z^2 \sigma^2}$	<p>Where:</p> <p>N= Size of the population Z= with a statistical confidence level of σ= Standard Deviation e= Sampling error</p>
---	---

Calculated Z	1.15	1.28	1.44	1.645	1.96	2.24	2.58
Confidence Level	75%	80%	85%	90%	95%	97.5%	99%

Calculated

$$N = 165$$

$$Z = 1.645 \text{ (Confidence level of 90\%)}$$

$$\sigma = 0.5$$

$$e = 0.1$$

Substituting the formula

$$n = \frac{Z^2 \sigma^2 N}{e^2 (N-1) + Z^2 \sigma^2}$$

$$n = \frac{1.645^2 0.5^2 165}{0.1^2 (165-1) + 1.645^2 0.5^2}$$

$$n = \frac{111.6235}{2.3165}$$

$$n = 48.1862$$

n=48 the sampling will be.

Stratums Blocks

$$n = 48/165 \quad n = 0.29090909$$

GROUPS	CALCULATED	RESULTS
01. 40 students	$n = 0.29090909 = 11.63$	12
02. 42 students	$n = 0.29090909 = 12.21$	12
03. 39 students	$n = 0.29090909 = 11.34$	11
04. 44 students.	$n = 0.29090909 = 12.79$	13
	TOTAL:	48 Students

VII. DATA GATHERING PROCESS

A. RESEARCH INSTRUMENT



University of El Salvador
School of Arts and Sciences
Foreign Language Department
Questionnaire



Objective: To establish the benefits the students from the Foreign Language Department of third year have gotten so far in their major after using English outside the classroom.

Undergraduate students request your valuable collaboration to answer this questionnaire for the research entitled:

“BENEFITS FOR STUDENTS OF THE BACHELOR IN ENGLISH TEACHING OUT OF PRACTICING ENGLISH OUTSIDE THE CLASSROOM AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, YEAR 2014”

We express our most sincere acknowledgement for your significant contribution.

Directions: Select the option that best applies to you in each question and/or statement.

Gender: M ___ F ___ Academic year : _____ Date: 08/20/2014 GPA (CUM) _____

The benefits after practicing English outside the classroom

1. What languages, excluding Spanish, do you understand, for instance at home, outside home, at your workplace, or in any other educational institution?

- a. English b. French c. Other

2. Where do you hear English the most?

- a. In school - - - - -
b. In your workplace - - - - -
c. In the streets (malls, touristic places, etc.)- - - - -
d. At home - - - - -

3. Are you practicing English outside any academic context?

- Yes b. Sometimes c. No

4. Which of the following would describe best your level of English?

- a. Basic b. Intermediate c. Advanced

5. Where do you use English the most?

- a. At school or in my studies -----
- b. At my workplace -----
- c. In my free time -----
- d. I don't use English that much. -----

6. How do you evaluate your skills in English according to the options below?

(Analyze each item, and then choose the option that applies best for you by crossing the number out)

1. Fluently 2. Fairly Fluently 3. Moderately 4. With difficulty

- | | | | | |
|---------------------------------------|---|-----|---|-----|
| | 1 | 2 | 3 | 4 |
| a. I speak English ----- | □ | --- | □ | --- |
| b. I write English ----- | □ | --- | □ | --- |
| c. I read English. ----- | □ | --- | □ | --- |
| d. I understand spoken English. ----- | □ | --- | □ | --- |
-

7. Which of these areas you do think you improve after using English outside the class?

- a. Improve speaking -----
- b. Improve listening -----
- c. Improve pronunciation -----
- d. Improve Fluency-----

8. In your opinion, what is the reason why some students are using the English language outside the classroom?

- a. Practice (developing fluency, using new vocabulary learned) -----
--
- b. It's a choice, a personal decision -----
- c. Everybody does it -----

9. Do you consider that if you practice outside the classroom that helps you in your written exams?

- a. Yes b. No c. Maybe d. I do not know.

10. Which of the following reasons do you use English for?

(Please consider even minor occasions of speaking, reading and writing and answer all items)

1. Almost daily 2. About once a week 3. About once a month 4. Almost never

- 1 2 3 4
- a. To communicate with other people - - - - - - - - - - - - - - - - - - - -
-
- b. To learn it better - - - - - - - - - - - - - - - - - - - -
-
- c. For my work - - - - - - - - - - - - - - - - - - - -
-
- d. For my studies - - - - - - - - - - - - - - - - - - - -
-

Specific activities that improve the language skills outside the classroom

11. Outside the classroom, how often do you listen to English:

(please answer all items a-d by crossing the number out)

1. Almost daily 2. About once a week 3. About once a month 4. Almost never

- 1 2 3 4
- a. Music - - - - - - - - - - - - - - - - - - - -
- b. Subtitled films or television programs - - - - - - - - - - - - - - - - - - - -
- c. Speech programs on the radio - - - - - - - - - - - - - - - - - - - -
-
- d. Audio books - - - - - - - - - - - - - - - - - - - -

12. Outside the classroom, how often do you speak English:

1. Almost daily 2. About once a week 3. About once a month 4. Almost never

- 1 2 3 4
- a. With members of an English club or any other group - - - - - - - - - - - - - - - - - - - -
-
- b. With your co-workers - - - - - - - - - - - - - - - - - - - -
-

13. Outside the classroom, how often do you read in English:

(please answer all items a-e by crossing the number out)

1. Almost daily 2. About once a week 3. About once a month 4. Almost never

- | | | | | | | |
|----|-----------------------------|-------|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| a. | Magazines | ----- | □ | □ | □ | □ |
| | □ | | | | | |
| b. | Comics | ----- | □ | □ | □ | □ |
| | □ | | | | | |
| c. | Information on the internet | ----- | □ | □ | □ | □ |
| | □ | | | | | |
| d. | Literature | ----- | □ | □ | □ | □ |
| | □ | | | | | |
| e. | Newspapers | ----- | □ | □ | □ | □ |
| | □ | | | | | |

14. Outside the classroom, how often do you write in English:
(please answer all items a-c)

1. Almost daily 2. About once a week 3. About once a month 4. Almost never

- | | | | | | | |
|----|---|-------|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| a. | Emails, text messages, internet entries | ----- | □ | □ | □ | □ |
| | □ | | | | | |
| b. | Stories, poems, letters | ----- | □ | □ | □ | □ |
| | --- | | | | | |
| c. | Academic Compositions (assignments) | ----- | □ | □ | □ | □ |
| | --- | | | | | |

15. The following statements are about the use of the internet in your free time.
Which of these do you do in English:

1. Almost daily 2. About once a week 3. About once a month 4. Almost never

- | | | | | | | |
|----|--|-------|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| a. | Search Information (e.g. google) | ----- | □ | □ | □ | □ |
| | □ | | | | | |
| b. | Read information online (newspapers, articles) | ----- | □ | □ | □ | □ |
| | -- □ | | | | | |
| c. | Have spoken discussions over the internet (via e.g. Skype) | ----- | □ | □ | □ | □ |
| | --- | | | | | |
| d. | Play videogames | ----- | □ | □ | □ | □ |
| | □ | | | | | |

e. Other (Explain) _____ - □

16. What do you do in order to improve your English skills?

- a. I study by myself b. I practice with my friends c. Almost nothing

17. What language do you usually use to read outside the classroom?

- a. English b. Spanish c. both d. other

18. What do you do outside the classrooms in order to improve your English skills?

- a. Read a variety of written materials b. Listen to English audio
c. Chat with your friends c. All of them

Identify the activities that provide benefits

19. Do your classmates speak English in classes or on campus with you?

- a. Always b. Sometimes c. Never

20. Outside the classrooms, if your friends speak Spanish, do you...?

- a. Speak Spanish b. Speak English
c. Motivate them to practice English d. speak both languages

21. What kind of sources do you use to read?

- a. Internet b. newspaper c. Books d. others

22. Why do you read for?

- a. Pleasure b. Enrich vocabulary c. homework assignment d. other

23. What do you do outside the classrooms in order to improve your reading?

- b. Read in the internet b. Read some magazines c. Read any material

24. How many books do you read per year?

- a. Zero b. One c. Two d. More

25. Do you read news papers, informative and educative magazines and journals in English in the classroom?

- a. Yes b. No c. Sometimes

26. How many new words do you learn in English during the day?

- a. 1-3 b. 4-6 c. 7-10 d. More

27. What language do you use to write when you are chatting?

- a. English b. Spanish c Both. d. Other

28. What do you do in order to improve your writing skill?

- a. Attend short courses b. learn via internet c. learn from books d. Other

29. How would you rate your writing ability in English?

- a. Poor b. Good c. Very good d. Fluent

30. What do you do when you do not know how to write something?

- a. Look for it in internet b. Avoid c. Ask someone d. Other

B. DATA GATHERING PLAN

The process to gather the data will be the following: to begin with it will find out how many students there are in the Advanced English I subject in the Foreign Language Department (FLD). There is an estimated amount of 150 students who are going to register this subject though. After having gotten the total of the population, the sample taken will be the 30% out of the total, which is around 45 students, as it was exposed above. They will respond a questionnaire in which they will select the best option that applies to them. On the other hand, a letter will be written and sent by the researchers to the teachers in charge of the subjects in order to have their approval to administer the instrument. Finally, after having been passed, the investigators will go on with the journey of the research, which will consist on analyzing the data.

PILOTING

Before administrating the instrument it was necessary to do a piloting of it in order to see or analyze any situation that may affect the real administration of the instrument. This one was passed to six students just to check any difficulty the participants might have at the moment of completing it. An explanation of how the process was made is going to be described in the following lines together with a short analysis of some possible results in the future and real instrument outcomes.

In this way, it was found that half the students were not familiar with the word “GPA” (Grade Point Average) since they asked for the meaning of it. Besides, it could be heard by one student that it was a little bit long and it took this person 20 minutes to fill it out. On the other hand, it took 10 minutes exactly to the rest of the pupils.

Speaking of the results, it can be stated that students do sometimes practice the second language outside the academic context because most of them are sure of the improvement after practicing the L2. As it was stated in the theoretical framework, music plays an important part in the learner’s knowledge way and this could be proven in the piloting due to all of them mentioned that English music is listened by them almost daily. Another interesting fact is that when asking about what language they use when their peers speak Spanish toward them, most of them they respond in the mother tongue as well, so it can be seen that environment influences their skill development.

VIII. DATA ANALYSIS

A. STATISTICAL PROCEDURE

Since this project has been thought and developed using qualitative research as the main guideline when it comes to statistics, the research team decided to interpret the data using mainly a descriptive statistical approach. That is why, in the explanation process of this research project the two main statistical procedures have been mixed up. Because of the study has been narrowed down to a specific population (students of the foreign language department at UES) the outcome that it will have come across with cannot be generalized to a larger group, and that is the main reason why the descriptive approach was used. On the other hand, it is necessary to do a crosstabs analysis in which some questions will be crossed to get the relationship among them. In this way, the results will provide better information to answer the research question. Finally, a general summary will complement the analysis of all the results.

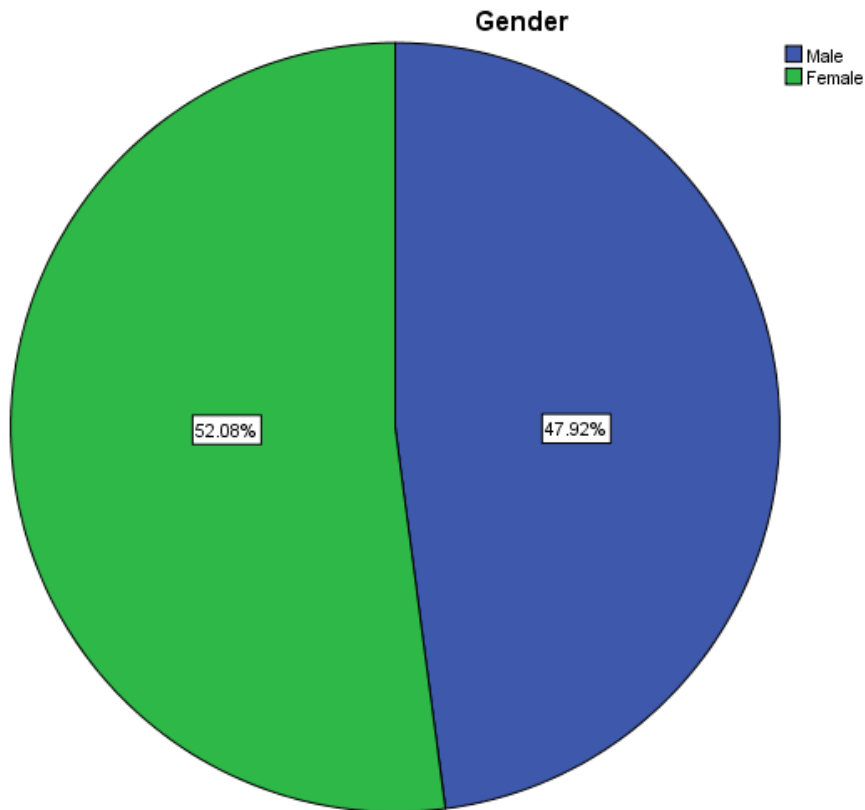
B. DATA ANALYSIS PLAN

After having administrated the questionnaire, it is the time to analyze the data. A data analysis plan is used to keep the results of the research in a more organized way. In this survey there will be different questions in order to find the answer to the research question. The responses of the questions of the survey will show the benefits students get out of practicing English outside the classroom. Therefore, the gathered data will be code into scores depending on the extent of the responses. Thus, the gathering of this data analysis will be through the use of the IBM S.P.S.S. program and it will be analyzed question by question. A total of forty eight questionnaires will be compiled into several results tables. These results tables will aim to provide statistical evidence for the use of English outside of the classroom as well as an overall perception of the similarities between English inside and outside the classroom regarding materials and the benefits gotten after doing such a thing. At the end of the analysis the final outcomes will show the answer to the research questions and also if the objectives of this project were reached.

1. UNIVARIATE ANALISIS

Gender

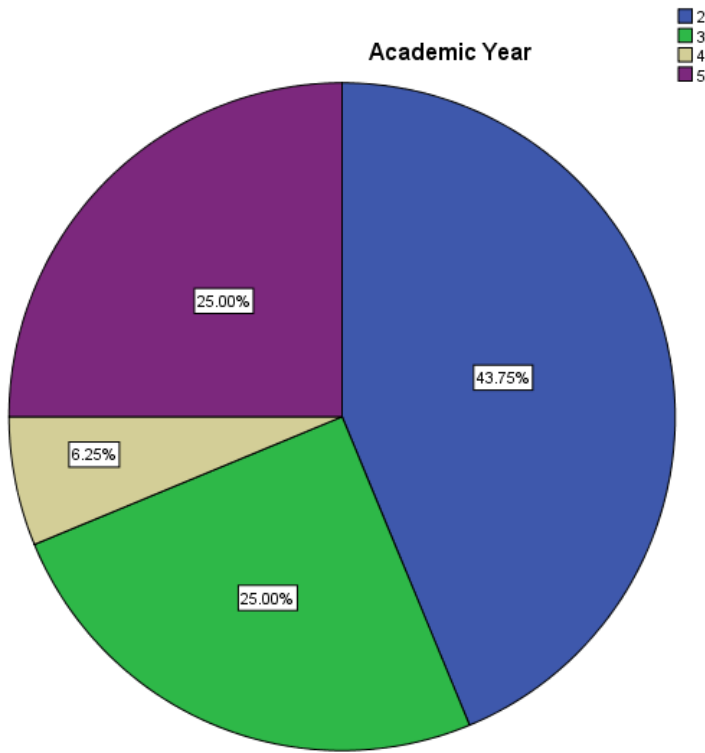
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	23	47.9	47.9	47.9
Valid Female	25	52.1	52.1	100.0
Total	48	100.0	100.0	



According to the investigation that the researchers are carrying out in Advanced English I subject of English Major, from the University of El Salvador the majority of surveyed people were women, exactly the 52.08 %, so, the group can say that in each group of classes there is a high level of prevalence of women, specifically in those groups that the researchers are doing this investigation. Adding more about it, it can be mentioned that surveyed men were 47.92 % a difference of 4.16 % less than women.

Academic year

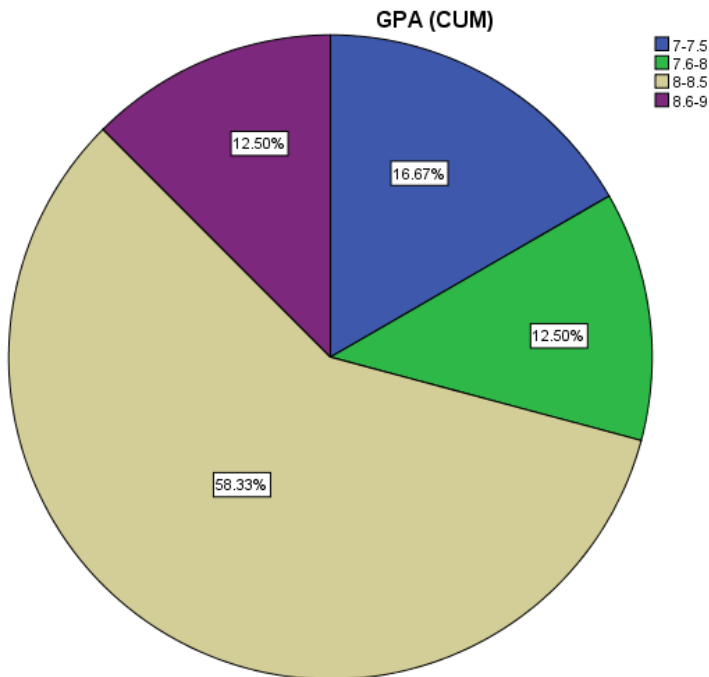
	Frequency	Percent	Valid Percent	Cumulative Percent
2	21	43.8	43.8	43.8
3	12	25.0	25.0	68.8
Valid 4	3	6.3	6.3	75.0
5	12	25.0	25.0	100.0
Total	48	100.0	100.0	



In this graphic, the result of the statement of "Academic Year" is the following: a 43.75 % of students are studying their second year of the major, due to researchers have taken into account to carry out this investigation, but there is another percentage, like 25 %, that says that they are taking that subject in their third year, and 6.25 % of the students mentioned that they are studying their fourth year, on the other hand there is a 25 % of those students who are still taking that subject in their fifth year of university. So, the group affirms that the majority of students are taking that subject in their second year. It is important to clarify that this sample of the students are not taking the subject the way they should be (based on the curriculum).

GPA (CUM)

	Frequency	Percent	Valid Percent	Cumulative Percent
7-7.5	8	16.7	16.7	16.7
7.6-8	6	12.5	12.5	29.2
Valid 8-8.5	28	58.3	58.3	87.5
8.6-9	6	12.5	12.5	100.0
Total	48	100.0	100.0	



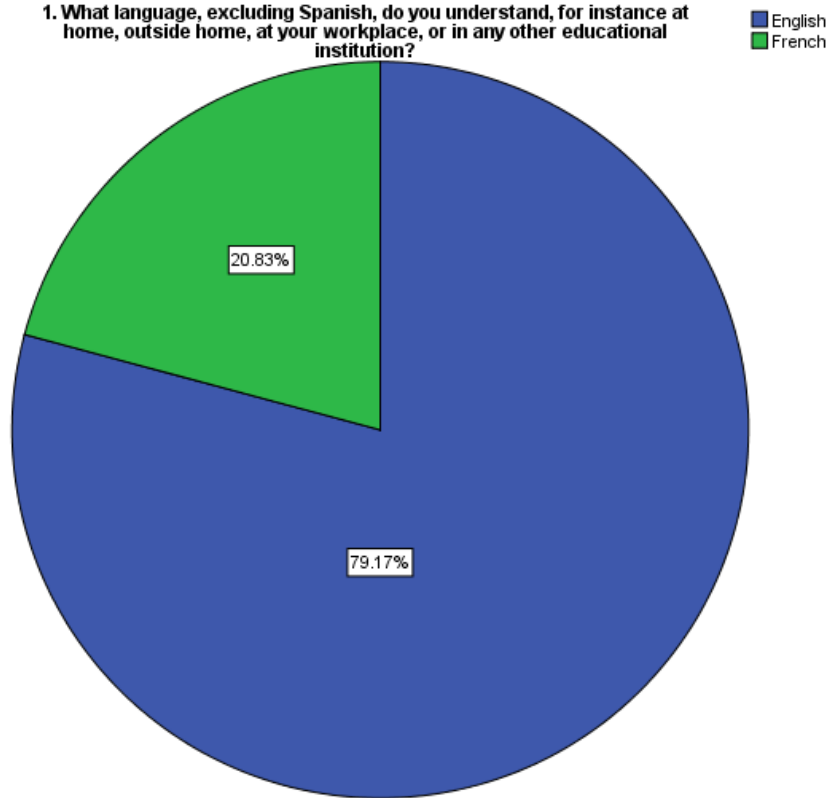
The graphic shows that 58.33 % out of the interviewed students have a grade point average (CUM) from 8-8.5. This proves that most of them manage the language very well due to the results in their GPA. At the same time, 12.50% have gotten a GPA higher than 8.6, that is around 6 students. On the contrary 16.6% claimed that their GPA score is from 7-7.5 and the rest (12.50%) is around 7.6-8.

THE BENEFITS AFTER PRACTICING ENGLISH OUTSIDE THE CLASSROOM

7. What languages, excluding Spanish, do you understand, for instance at home, outside home, at your workplace, or in any other educational institution?

	Frequency	Percent	Valid Percent	Cumulative Percent
English	38	79.2	79.2	79.2
Valid French	10	20.8	20.8	100.0
Total	48	100.0	100.0	

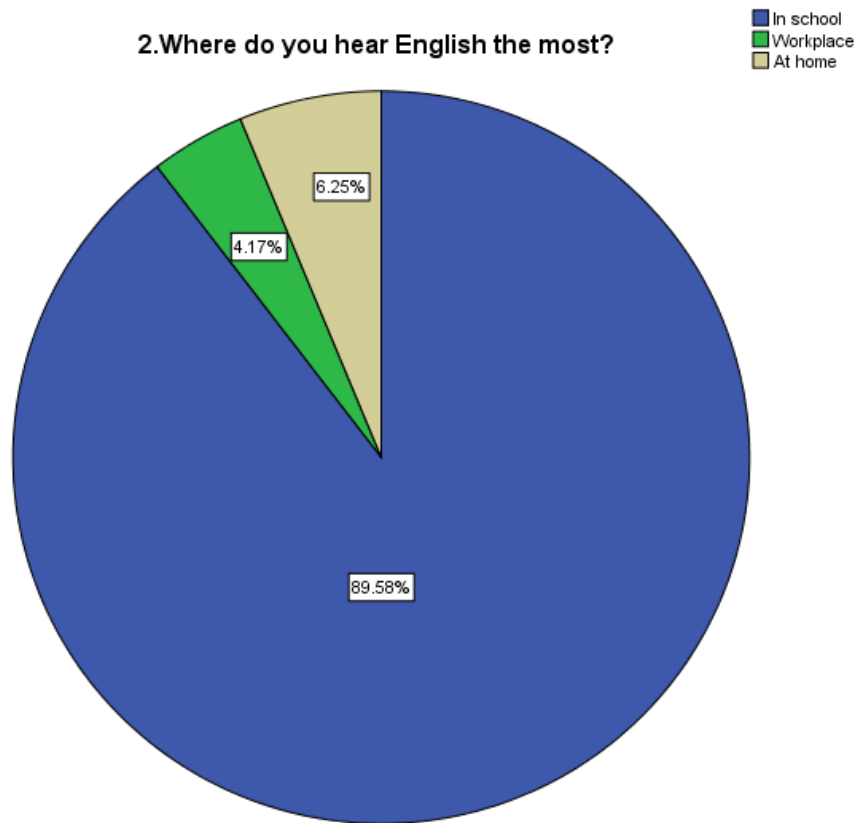
1. What language, excluding Spanish, do you understand, for instance at home, outside home, at your workplace, or in any other educational institution?



According to this graphic, the majority of students that were asked said that they understand English the most instead of French, and it is really necessary and important to them in order to get better at this new language. Since the investigation is specifically for English Major students, it can be mentioned that in this question students understand their English in a 79.17 %, it means that it is a high level of knowledge in this language. On the contrary, only the 20.83% understand French.

8. Where do you hear English the most?

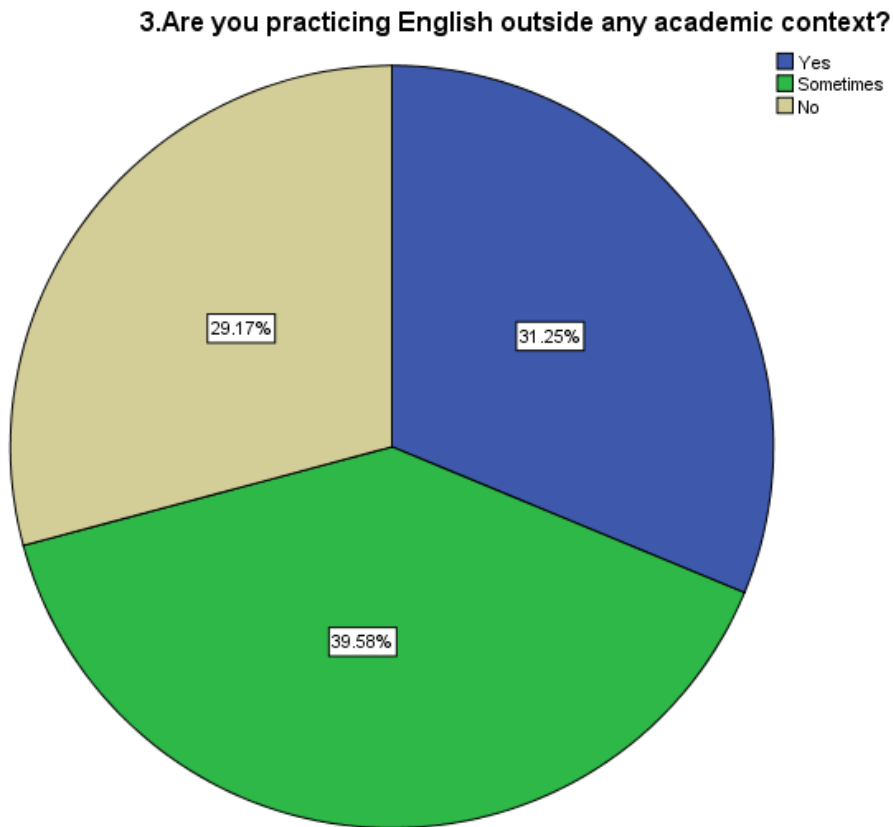
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In school	43	89.6	89.6	89.6
	Workplace	2	4.2	4.2	93.8
	At home	3	6.3	6.3	100.0
	Total	48	100.0	100.0	



The present chart shows that the result gotten in this question, *where do you hear English the most?* in which students were asked to indicate their level of agreement from In school, workplace or at home. An 89.58 % of students agreed that they hear English the most in the school, while they are studying; it means that the majority of students hear English in that place, and a 4.17 % of them said that they do so in the workplace, showing low chances of listening. Finally, a 6.25 % said that they hear English in their houses, when they are doing something related to the language.

9. Are you practicing English outside any academic context?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	31.3	31.3
	Sometimes	19	39.6	70.8
	No	14	29.2	100.0
	Total	48	100.0	100.0

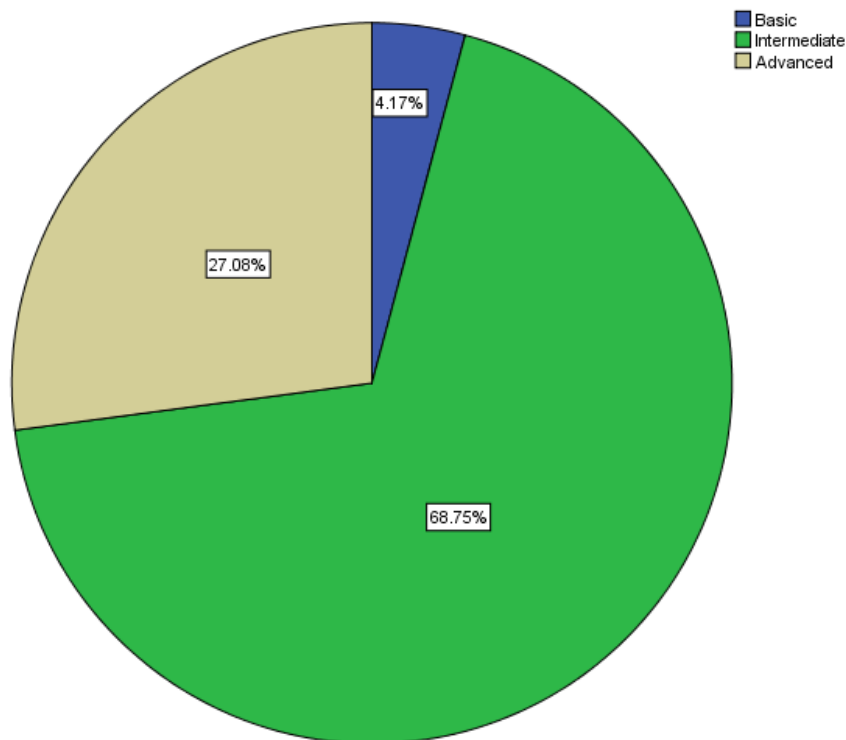


The result gotten in this graphic shows that the students who were surveyed said (yes) in a 31.25 % that they participate or practice their language outside at any academic context, having a good result of it. With a little difference people said that they *sometimes* practice English outside, getting a result of 39.58 %, but there is another percentage (29.17 %) that never practice or do something else in order to learn this new language. So, it can be said that the majority of students are in the same level of practicing. Some of them practice English, other do it sometimes and the rest does not do so.

10. Which of the following would describe best your level of English?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Basic	2	4.2	4.2
	Intermediate	33	68.8	72.9
	Advanced	13	27.1	100.0
	Total	48	100.0	100.0

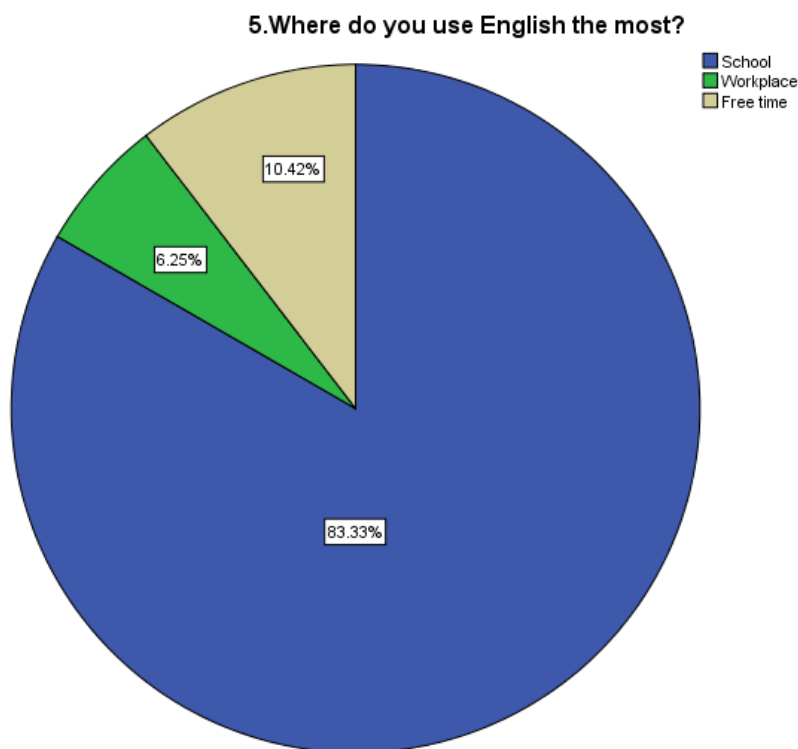
4. Which of the following would describe best your level of English?



The results above indicate that the majority of students considered they have an intermediate level of English. That is to say, 68.75 %, said that they considered themselves in that level due to the opportunities they have in order to practice this skill. On the other side, the 27.08 % of the respondents agreed that they are in an advance level while the minority of students know (4.17 %) they are in a basic level. Some of them went to an academic school or had the chance to study English in order to know more.

5. Where do you use English the most?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School	40	83.3	83.3
	Workplace	3	6.3	89.6
	Free time	5	10.4	100.0
	Total	48	100.0	100.0

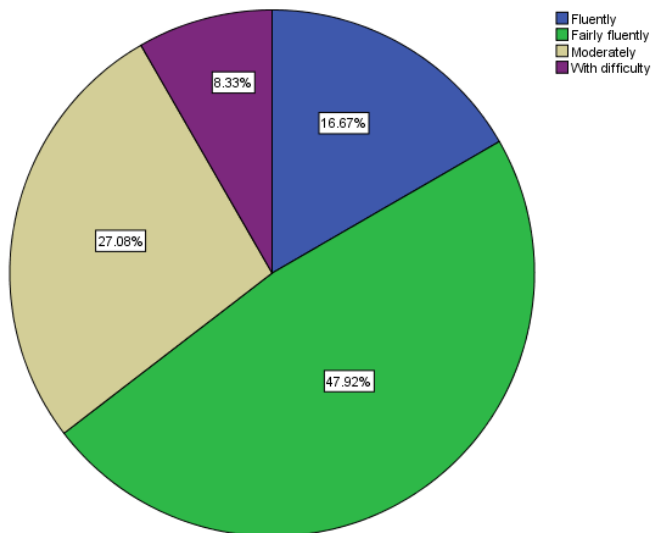


According to the studies people use English in different places which are schools, workplaces and any other context in order to improve their level of English. In this graphic students use it the most in the school, doing communicative activities, role plays among others. 83.33 % said they use English in that place. The other percentage, which is the minority, said that they use their English in their workplaces that is a 6.25 % of them, knowing that in that stage they still depend from their parents, and they may not have a job yet where to practice it. Finally, the other group said that they use it in their free time, having a 10.42 %, so it can be concluded that students use English in schools only.

**6. a How do you evaluate your skills in English according to the options below?
SPEAKING**

	Frequency	Percent	Valid Percent	Cumulative Percent
Fluently	8	16.7	16.7	16.7
Fairly fluently	23	47.9	47.9	64.6
Valid Moderately	13	27.1	27.1	91.7
With difficulty	4	8.3	8.3	100.0
Total	48	100.0	100.0	

6.a How do you evaluate your skills in English according to the options below?
SPEAKING

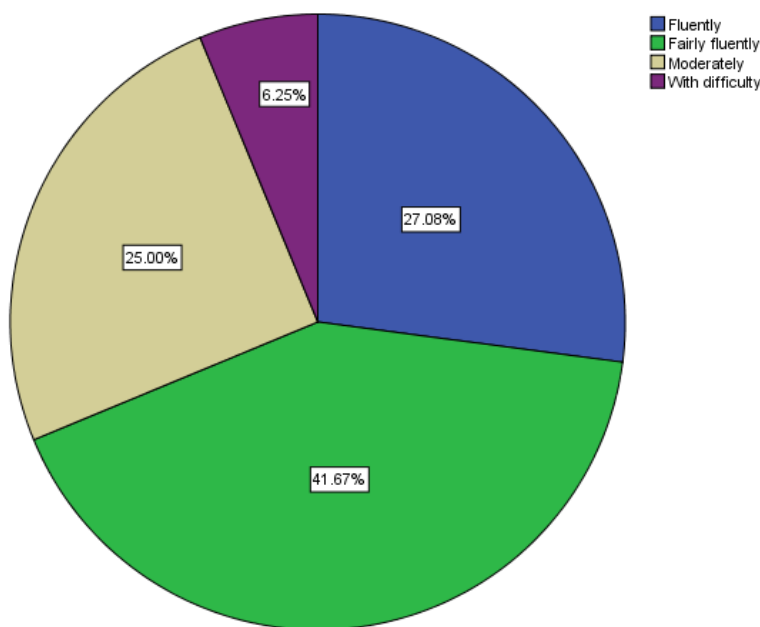


Based on the results above, students evaluate their speaking skill in different stages, people who like to participate, speak more and that makes them speak fluently. Thus, the percentage gotten was a 16.67 %. There is another group of students that mentioned that they speak English fairly fluently, (47.92 %) which is the majority of them. On the other hand, the next percentage shows that students speak English with moderately at the moment of being exposed to the language. They speak in this way since they are frightened of making mistakes, and the result gotten was a 27.08 %. The last group made up of 8.33 % said that they speak with difficulty. This group feels unconfident at the moment of speaking

**6.b How do you evaluate your skills in English according to the options below?
WRITING**

	Frequency	Percent	Valid Percent	Cumulative Percent
Fluently	13	27.1	27.1	27.1
Fairly fluently	20	41.7	41.7	68.8
Moderately	12	25.0	25.0	93.8
With difficulty	3	6.3	6.3	100.0
Total	48	100.0	100.0	

6.b How do you evaluate your skills in English according to the options below?
WRITING

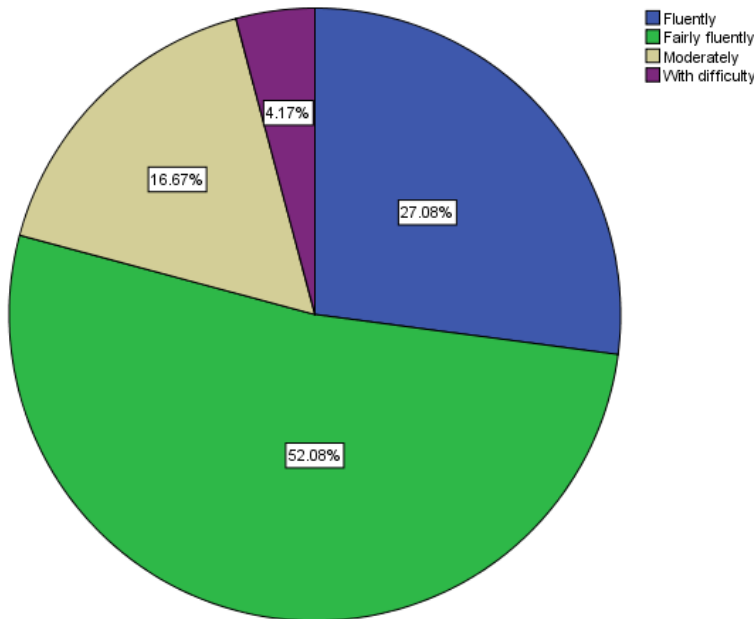


According to this graphic, the 27.08 % of the students answered that at the moment of being there writing essays, paragraphs, e-mails, letters among others, do it very fluently without any fear. The other percentage (41.67 %) shows a high level of students who write fairly fluently. On the other hand the 25 % write moderately. Finally, the 6.25% which is the minority of the participants, said that at the moment of writing they do it with difficulties.

**6.c How do you evaluate your skills in English according to the options below?
READING**

	Frequency	Percent	Valid Percent	Cumulative Percent
Fluently	13	27.1	27.1	27.1
Fairly fluently	25	52.1	52.1	79.2
Moderately	8	16.7	16.7	95.8
With difficulty	2	4.2	4.2	100.0
Total	48	100.0	100.0	

6.c How do you evaluate your skills in English according to the options below?
READING

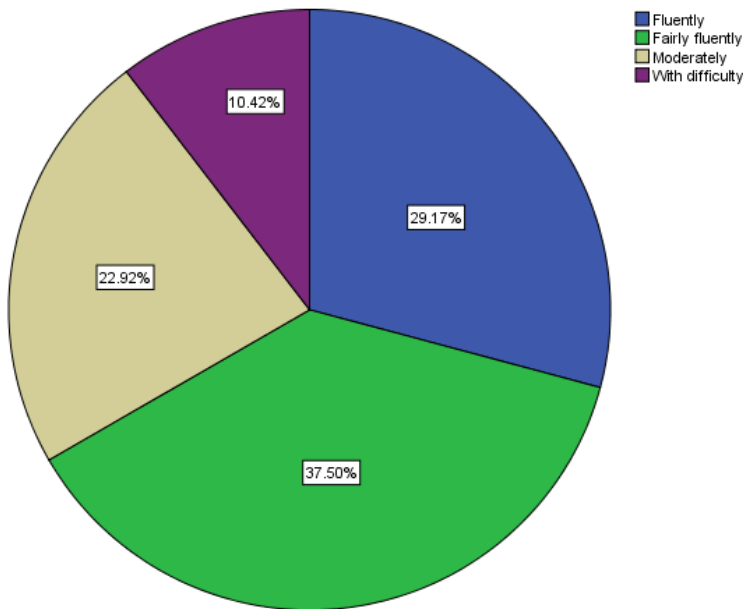


The results gotten show that the 27.08 % of the participants feel fluently when reading something in English. So, it can be said that this amount of people enjoy to read a lot in English. Likewise, there is another proportion of students (52.06 %) that read material fairly fluently. Another fraction of them (16.67 %) said that they read moderately just for homework assignments. To conclude, it can be said that the rest, which is the minority, with a 4.17 % said that they do so with difficulties.

**6.d How do you evaluate your skills in English according to the options below?
SPOKEN ENGLISH**

	Frequency	Percent	Valid Percent	Cumulative Percent
Fluently	14	29.2	29.2	29.2
Fairly fluently	18	37.5	37.5	66.7
Valid Moderately	11	22.9	22.9	89.6
With difficulty	5	10.4	10.4	100.0
Total	48	100.0	100.0	

6.d How do you evaluate your skills in English according to the options below?
SPOKEN ENGLISH

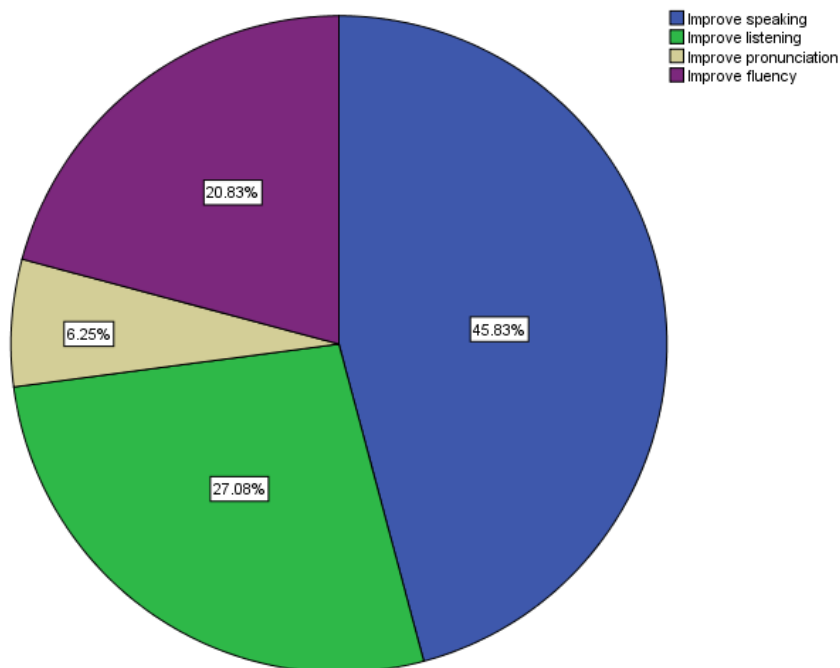


According to the graphic above the 29.17 % of the students speak English fluently without any difficult. On the other side, the 37.50 % said that they speak fairly fluently. Likewise, the 22.92 % are the students who speak moderately with pauses, doubts or with some other difficulties. Finally, the participants that speak with difficulties are the minority with a 10.42 %, and it can be mentioned that even though this is the most difficult skill to manage most of them do it fairly fluently and that is good. It is just necessary to establish that practice is still important in order to manage it completely.

7. Which of these areas you do think you improve after using English outside the class?

	Frequency	Percent	Valid Percent	Cumulative Percent
Improve speaking	22	45.8	45.8	45.8
Improve listening	13	27.1	27.1	72.9
Improve pronunciation	3	6.3	6.3	79.2
Improve fluency	10	20.8	20.8	100.0
Total	48	100.0	100.0	

7. Which of these areas you do think you improve after using English outside the class?

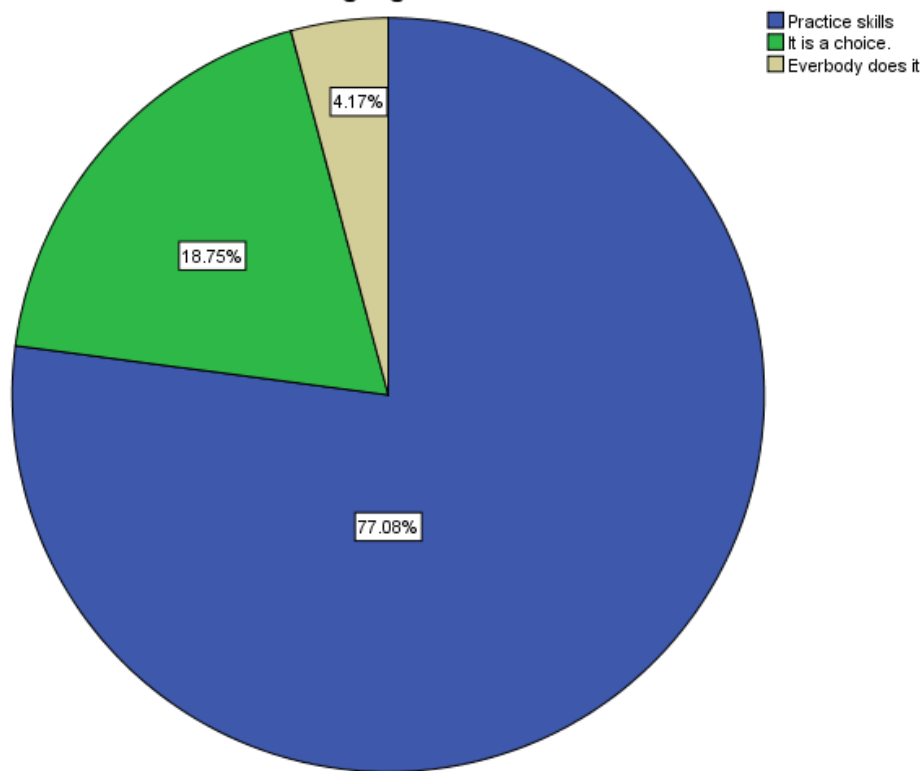


Based on the results above, the 45.83 % takes the highest level of participation. The question was based on how speaking is the skill that they improve more outside the classrooms. In this case, it can be seen that they put into practice their communicative competence with their friends, relatives, job`s partners among others. Similarly, the 27.06 % of the participants said that they improve more their listening skill while they listen to music. On the other hand, the 6.25 % said that outside classrooms people improve more the pronunciation. Finally, the last group made up of 20.83 % said that they improve more their fluency when practicing their English outside the classroom.

8. In your opinion, what is the reason why some students are using the English language outside the classroom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Practice skills	37	77.1	77.1	77.1
It is a choice.	9	18.8	18.8	95.8
Valid Everybody does it	2	4.2	4.2	100.0
Total	48	100.0	100.0	

8. In your opinion, what is the reason why some students are using the English language outside the classroom?

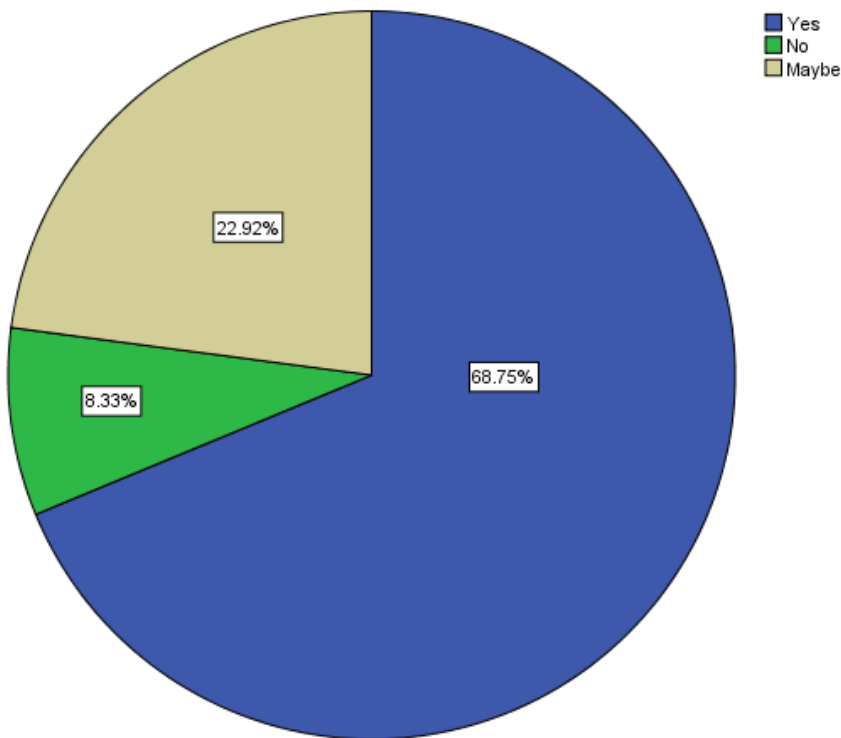


According to this graphic, students use their English outside classrooms because they are aware on the important of practicing this skill. Thus, the 77.06 % of the graphic got the highest percentage and they agreed in the opinion above. The second group of participants (18.75 %) said that they do it as a choice. And the minority (4.17 %) said that they do it because everybody does it. It is necessary to highlight that they are conscious on putting into practice the language in order to end up improving it.

9. Do you consider that if you practice outside the classroom that helps you in your written exams?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	68.8	68.8	68.8
	No	4	8.3	8.3	77.1
	Maybe	11	22.9	22.9	100.0
	Total	48	100.0	100.0	

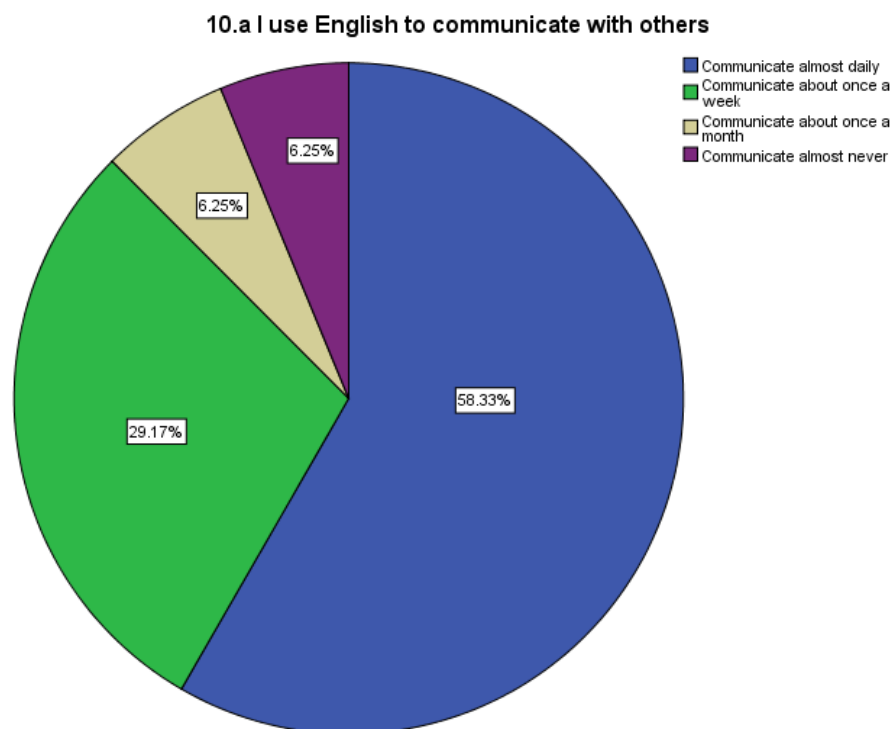
9. Do you consider that if you practice outside the classroom that helps you in your written exams?



According to this question: *do you consider that if you practice outside the classroom that helps you in your written exams?* The 68.75 % of the participants got to the conclusion that it helps a lot in their written exams since English is a language that requires a lot of practice in and outside the classroom. The 8.33 % of students said that it does not help them. Finally the 22.92 % of the participants said in the survey that they do not think so, or they are not so sure about the link of practicing the language with the written results.

10.a I use English to communicate with others:

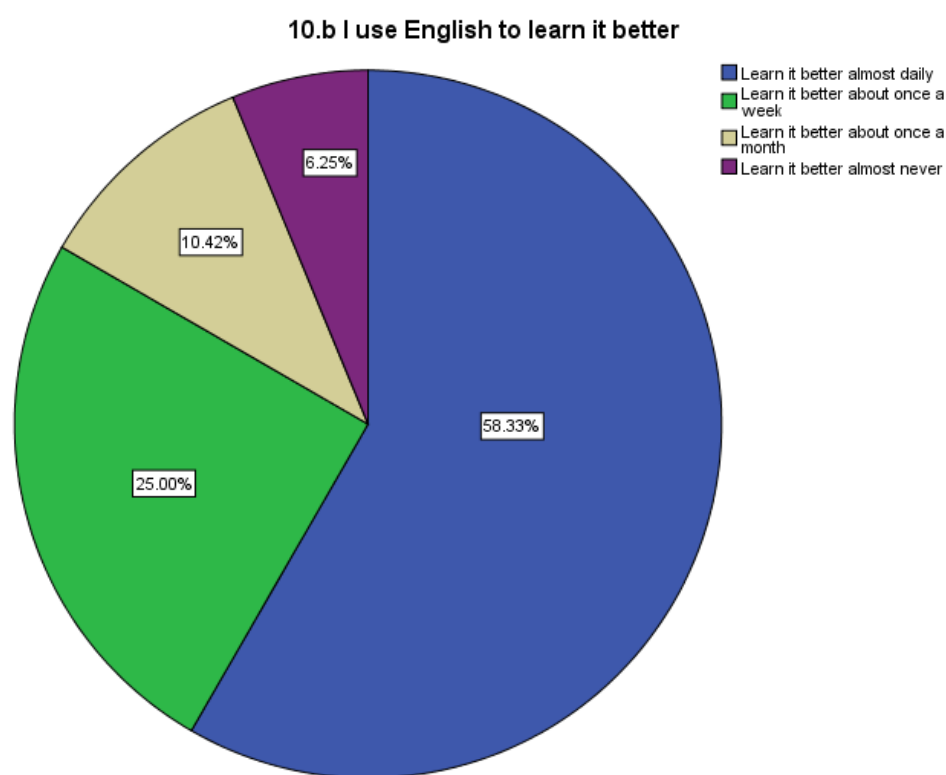
	Frequency	Percent	Valid Percent	Cumulative Percent
Communicate almost daily	28	58.3	58.3	58.3
Communicate about once a week	14	29.2	29.2	87.5
Valid Communicate about once a month	3	6.3	6.3	93.8
Communicate almost never	3	6.3	6.3	100.0
Total	48	100.0	100.0	



The results obtained here were the following: the 58.33% answered that they communicate almost daily. The other group (29.17 %) said that they use English only once a week, they do not put it into practice or they are not interested in it. On the other hand, a small group of them (6.25 %) said that they communicate with others only once a month. Concluding with the present graphic, the rest 6.25 % of the participants agreed that they communicate almost never. At the end, it can be seen that at least most of them know what the essential part of learning English is: to communicate.

10. b I use English to learn it better

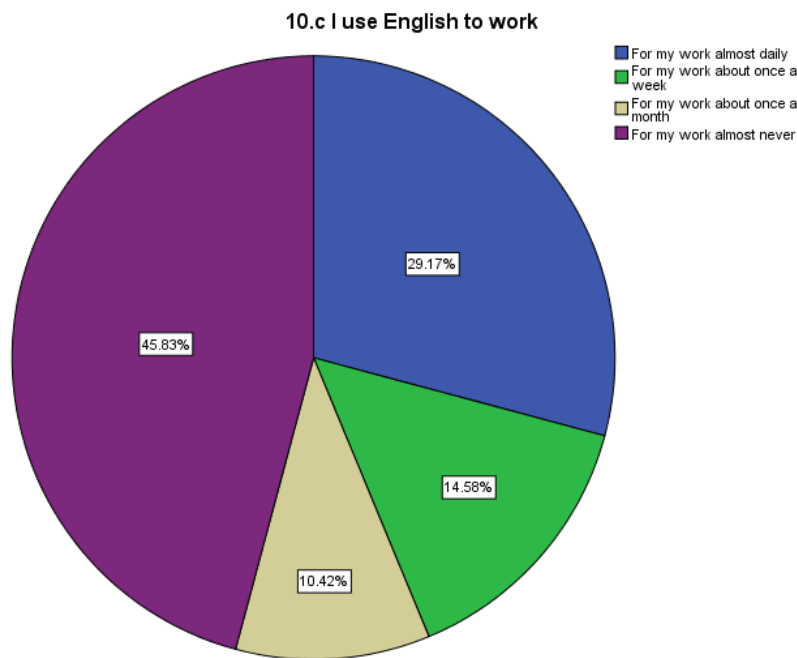
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learn it better almost daily	28	58.3	58.3
	Learn it better about once a week	12	25.0	83.3
	Learn it better about once a month	5	10.4	93.8
	Learn it better almost never	3	6.3	100.0
	Total	48	100.0	100.0



In this graphic, the result gotten was that the 58.33 % of the students said they use English for being better almost daily. It shows that they are interested in learning it or they make an extraordinary effort in order to be in a great level. The 25 % of the participants that were asked said that they use the language in order to learn English about once a week. A third group of students (10.42 %) stated that they do it with a frequency about once a month. Finally, there is a 6.25 % of the students said that they do not use their English because they learn it almost never.

10. c I use English to work

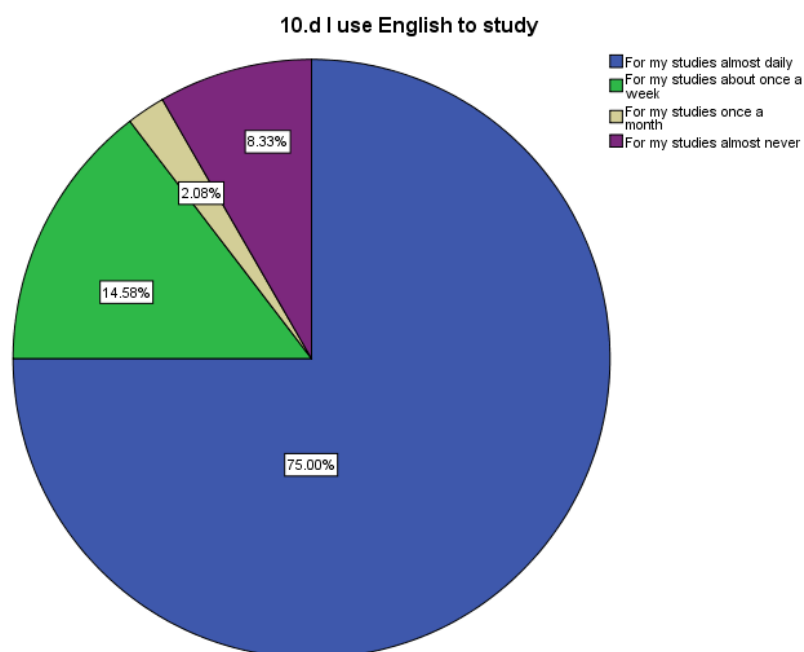
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid For my work almost daily	14	29.2	29.2	29.2
For my work about once a week	7	14.6	14.6	43.8
For my work about once a month	5	10.4	10.4	54.2
For my work almost never	22	45.8	45.8	100.0
Total	48	100.0	100.0	



The results gotten in this question displayed how they are putting in practice their English. The 29.17 % said that they use it for their work almost daily and that shows they also have a job. The second group (14.58 %) that is working, too, said that they use their English for their work about once a week. The 10.42 % of the participants use English about once a month. On the contrary, the highest percent 45.83 % said they never use it at work. That might mean they do not work though. Thus, it can be said that students who are not actually working are the ones who do practice the language for obvious reasons, though.

10. d I use English to study

	Frequency	Percent	Valid Percent	Cumulative Percent
For my studies almost daily	36	75.0	75.0	75.0
For my studies about once a week	7	14.6	14.6	89.6
Valid For my studies once a month	1	2.1	2.1	91.7
For my studies almost never	4	8.3	8.3	100.0
Total	48	100.0	100.0	



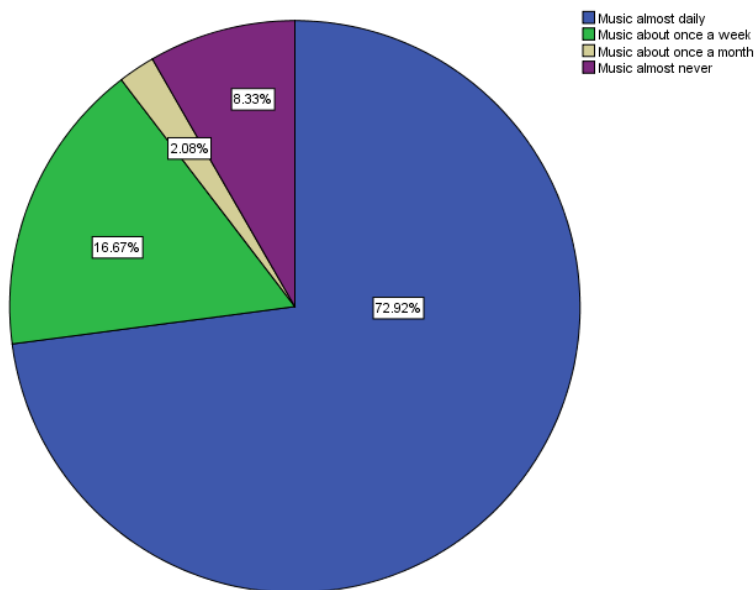
Based on this graphic, it can be concluded that students that are taking the Advanced English I subject in their second University year are students that use their English only for their studies almost daily with the 75 %. On the other hand, the 14.58 % of the students use it for their studies only once a week. At the same time, there is a small group of students (2.08 %) that use their English only once a month. Finally, the 8.33 % of the pupils said that they use English for studies almost never.

EXPOSURE TO THE LANGUAGE

11.a Outside the classroom, I listen to English music

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Music almost daily	35	72.9	72.9	72.9
Music about once a week	8	16.7	16.7	89.6
Music about once a month	1	2.1	2.1	91.7
Music almost never	4	8.3	8.3	100.0
Total	48	100.0	100.0	

11.a Outside the classroom, I listen to English music

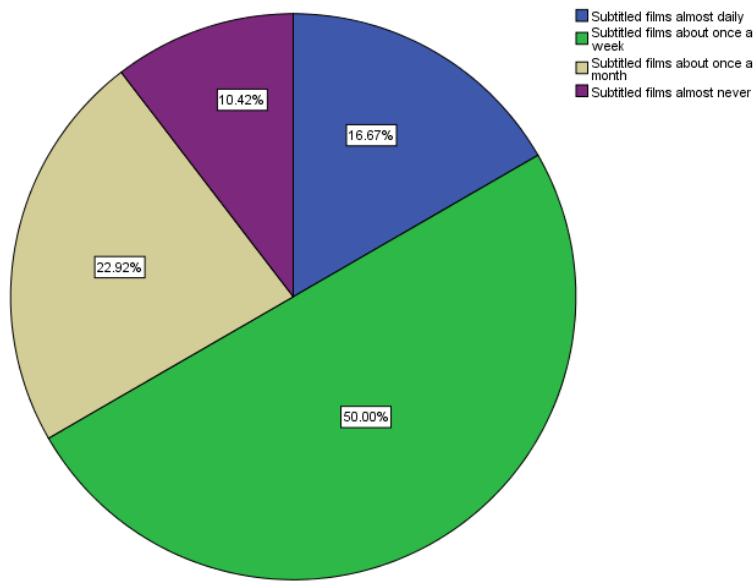


According to the graphic students that are interested in improving their level of English make any kind of effort outside the classrooms. The picture shows the students' answered when it refers to the frequency of listening to music. The 72.92% do it almost daily which means that they learn it through this way. There are some other students who listen to music only once a week the percentage is the 16.67 % and a minority of the participants said they listen to music only once a month, which means that they do not like this source. Finally, the students that never listen to music outside the classroom are the 8.33 %. This shows that few students only do not use this activity in order to improve their listening skill.

11.b Outside the classroom, I listen to English closed caption films

	Frequency	Percent	Valid Percent	Cumulative Percent
Subtitled films almost daily	8	16.7	16.7	16.7
Subtitled films about once a week	24	50.0	50.0	66.7
Valid Subtitled films about once a month	11	22.9	22.9	89.6
Subtitled films almost never	5	10.4	10.4	100.0
Total	48	100.0	100.0	

11.b Outside the classroom, I listen to English closed caption films

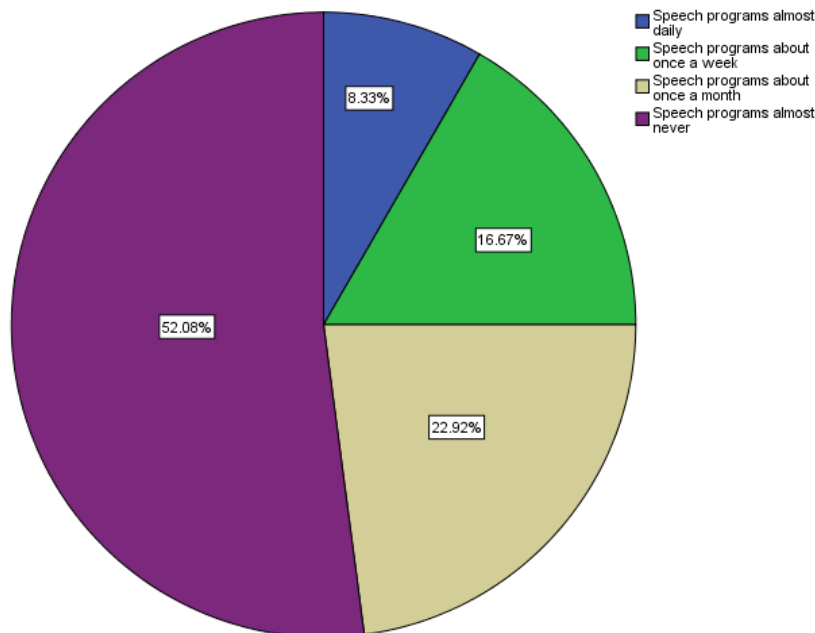


When it refers to the frequency the students listen to English subtitled films, the answers varied a bit since half of them mentioned they listen to movies once a week, following by the 22.92% and only 10.42% said they listen to movies almost never. This means that at least most of them have found this activity as a way of practicing the language through movies.

11.c Outside the classroom, I listen to English talk shows and others

	Frequency	Percent	Valid Percent	Cumulative Percent
Speech programs almost daily	4	8.3	8.3	8.3
Speech programs about once a week	8	16.7	16.7	25.0
Valid Speech programs about once a month	11	22.9	22.9	47.9
Speech programs almost never	25	52.1	52.1	100.0
Total	48	100.0	100.0	

11.c Outside the classroom, I listen to English talk shows and others

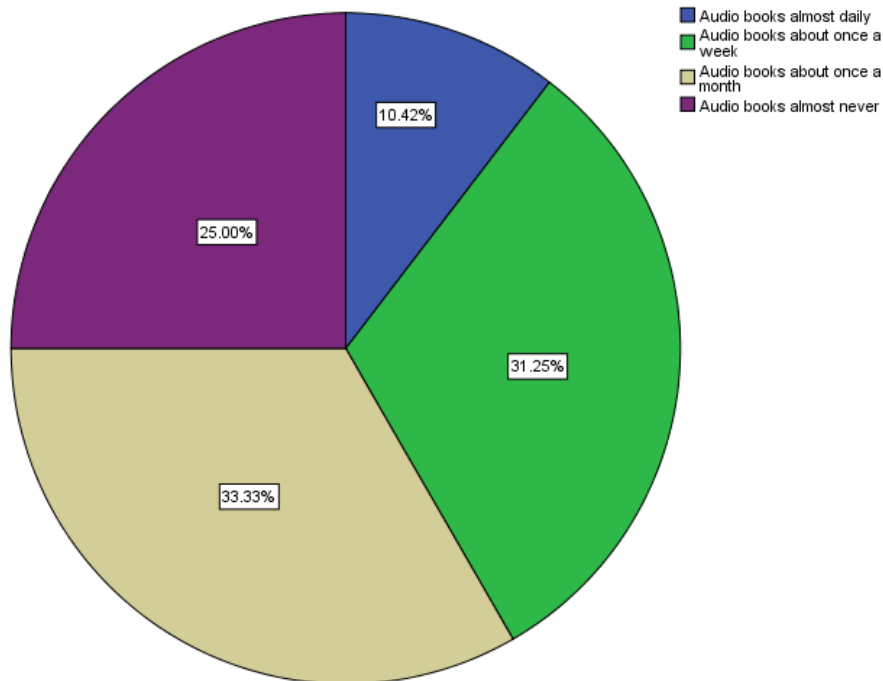


When referring to the frequency of listening to speech programs on the radio, more than the half ended up saying that they listen to radio programs almost never. This might have influence in the way that due to the fact, El Salvador is not an English spoken country, there are few or almost none programs in that language. On the other hand, in spite of the fact English is not spoken here, 8.33% of the students mentioned they do listen to programs almost daily.

11. d Outside the classroom, I listen to English audio books

	Frequency	Percent	Valid Percent	Cumulative Percent
Audio books almost daily	5	10.4	10.4	10.4
Audio books about once a week	15	31.3	31.3	41.7
Valid Audio books about once a month	16	33.3	33.3	75.0
Audio books almost never	12	25.0	25.0	100.0
Total	48	100.0	100.0	

11.d Outside the classroom, I listen to English audio books

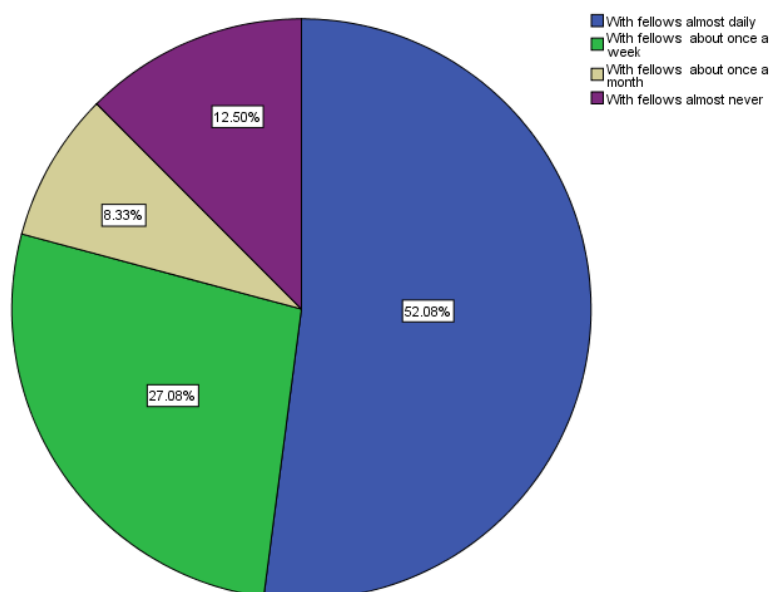


Listening to audio books was the next question in this questionnaire, and only 10.42% mentioned that they practice their English by doing this almost daily. That means almost 5 students out of 48. While 25% said they almost never do this activity as a way of practicing L2. On the other hand, the 31.25% stated that they do it once a week and finally, the rest 33.33% said they listen to audio books once a month.

12.a Outside the classroom, I speak English with fellows

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid With fellows almost daily	25	52.1	52.1	52.1
With fellows about once a week	13	27.1	27.1	79.2
With fellows about once a month	4	8.3	8.3	87.5
With fellows almost never	6	12.5	12.5	100.0
Total	48	100.0	100.0	

12.a Outside the classroom, I speak English with fellows

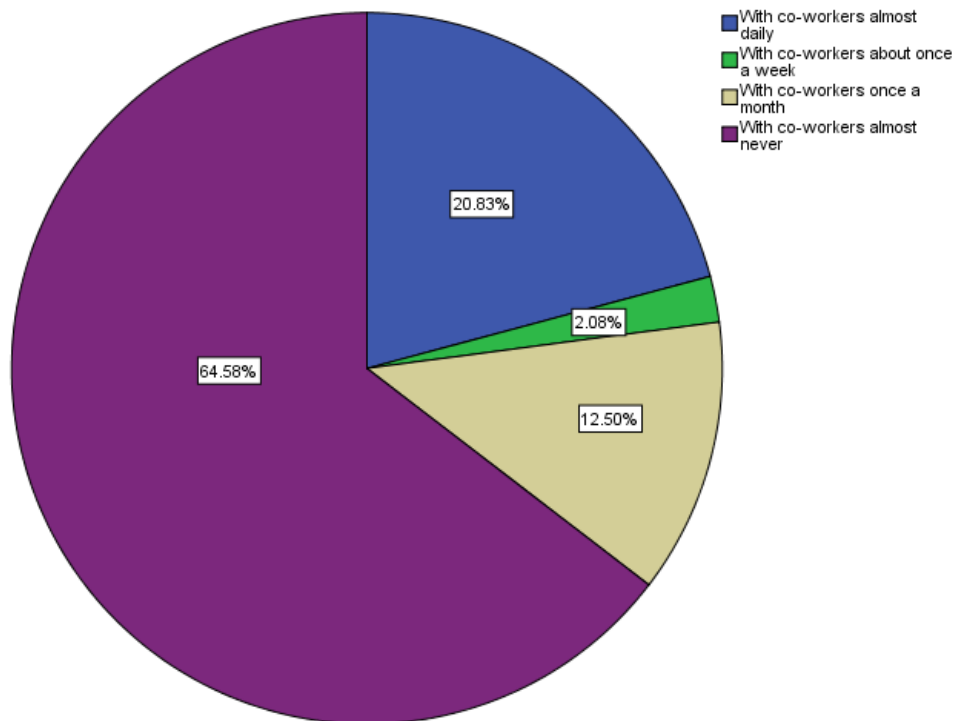


The question how often do you speak English outside the classroom with fellows, was answered in the following way. 52% of the interviewed cited that they practice the language almost daily. The other amount below this one (which is the highest) was 27.06% and they said they practice the language once a week. The other 12.50% practice once a month and finally the 8.33% mentioned they practice English almost never. That is to say, almost 24 students speak English outside a four-wall room and by applying the “Rule of three” it can be defined that only 3 students do not speak English outside the class.

12. b Outside the classroom, I speak English with co-workers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid With co-workers almost daily	10	20.8	20.8	20.8
With co-workers about once a week	1	2.1	2.1	22.9
With co-workers once a month	6	12.5	12.5	35.4
With co-workers almost never	31	64.6	64.6	100.0
Total	48	100.0	100.0	

12.b Outside the classroom, I speak English with co-workers

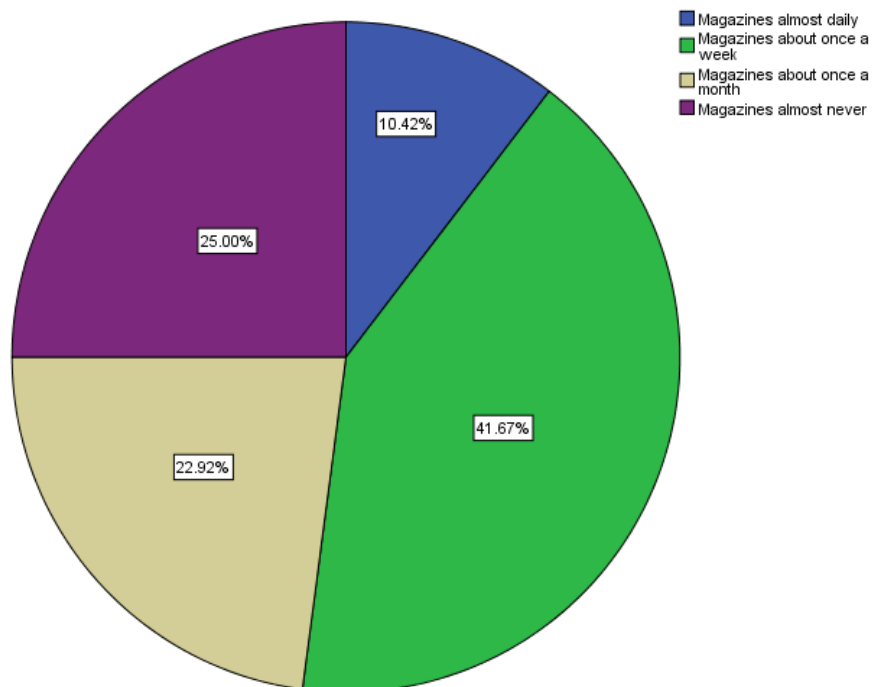


When practicing the language outside the classroom with co-workers, the 64.58% concluded saying that they do not practice the language. This may be due to the fact they do not have a job. On the contrary, only 20.83% or 9 people practice almost daily. 12.50% do so once a month and only the 2.08% speak with their co workers once a week.

13. a Outside the classroom, I read magazines in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Magazines almost daily	5	10.4	10.4	10.4
Magazines about once a week	20	41.7	41.7	52.1
Magazines about once a month	11	22.9	22.9	75.0
Magazines almost never	12	25.0	25.0	100.0
Total	48	100.0	100.0	

13.a Outside the classroom, I read magazines in English

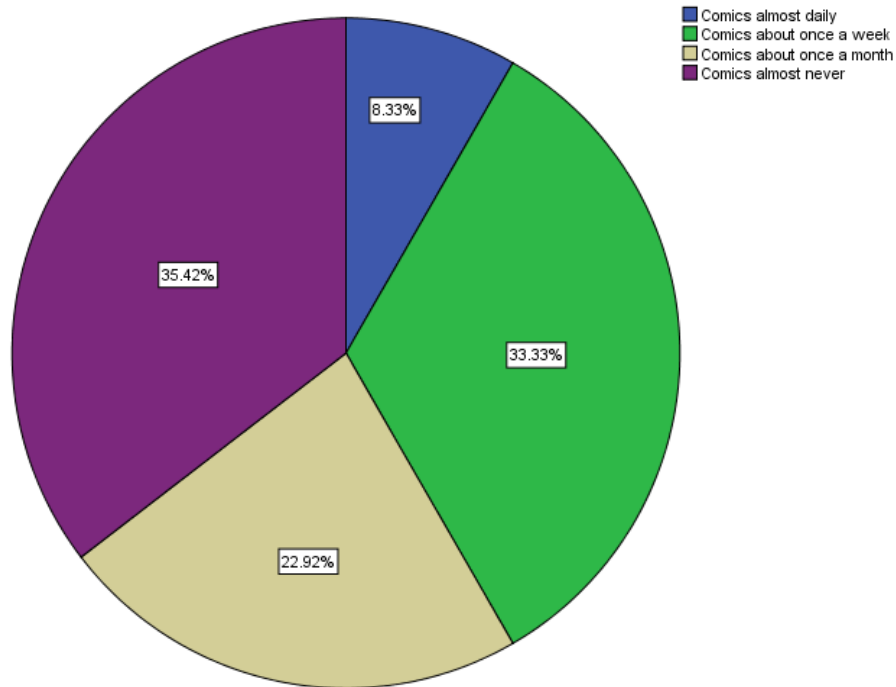


When talking about reading in English, the 10.42% of the interviewed stated that they read magazines related to written material almost daily. In contrast 41.67% said they do so about one a week. A big amount, exactly the 22.92% mentioned they read once a month and 25% said they do it almost never. The outcomes gotten show that few students once again do reading in English in order to improve or practice the language and the amount who does that in less frequency is higher than the ones who really do it.

13. b Outside the classroom, I read comics in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Comics almost daily	4	8.3	8.3	8.3
Comics about once a week	16	33.3	33.3	41.7
Valid Comics about once a month	11	22.9	22.9	64.6
Comics almost never	17	35.4	35.4	100.0
Total	48	100.0	100.0	

13.b Outside the classroom, I read comics in English

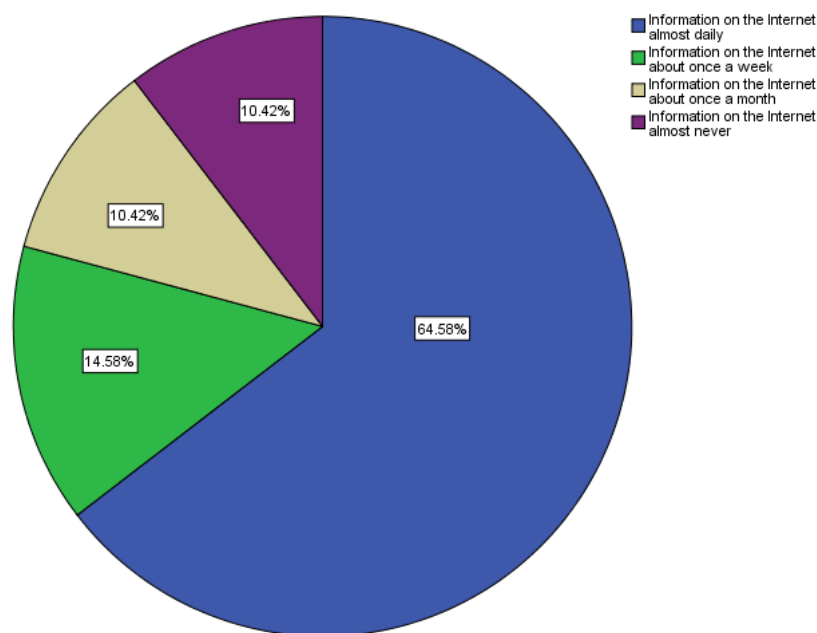


Related to the same idea of reading, students were asked about the frequency of reading comics. 35.42% mentioned that they almost never read those things. Quite the opposite, the 33.33% said that they do so once a week. Another big amount (22.92%) said they do it once a month. And only the 8.33% stated that they read comics almost daily. The results drew that few students practice their English through reading almost every day. Most of them do it once a week though, and that is sort of good because they do an activity for improving which is the most important part.

13. c Outside the classroom, I read information on the Internet in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Information on the Internet almost daily	31	64.6	64.6	64.6
Information on the Internet about once a week	7	14.6	14.6	79.2
Information on the Internet about once a month	5	10.4	10.4	89.6
Information on the Internet almost never	5	10.4	10.4	100.0
Total	48	100.0	100.0	

13.c Outside the classroom, I read information on the Internet in English

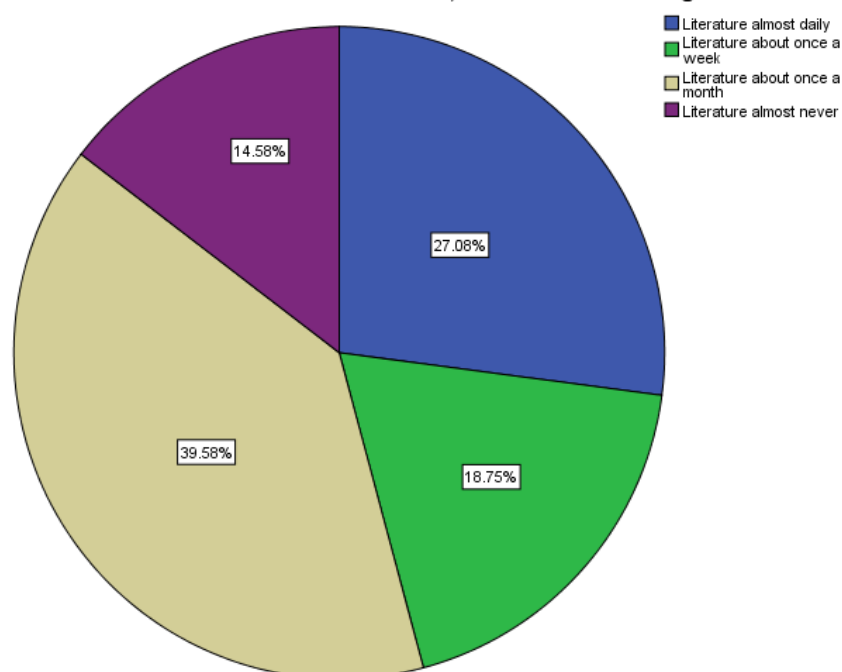


Always related to reading in English but associated with reading on the Internet. The 64.58% said that they do read information online every day. That means that a big number of students use the Internet as a mean of practicing the language. That is a good way, at least, to look for an activity in order to get better in the reading skill. However, 10.42% stated that they read once a month and exactly the same amount said they almost never read information online.

13. d Outside the classroom, I read literature in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Literature almost daily	13	27.1	27.1	27.1
Literature about once a week	9	18.8	18.8	45.8
Valid Literature about once a month	19	39.6	39.6	85.4
Literature almost never	7	14.6	14.6	100.0
Total	48	100.0	100.0	

13.d Outside the classroom, I read literature in English

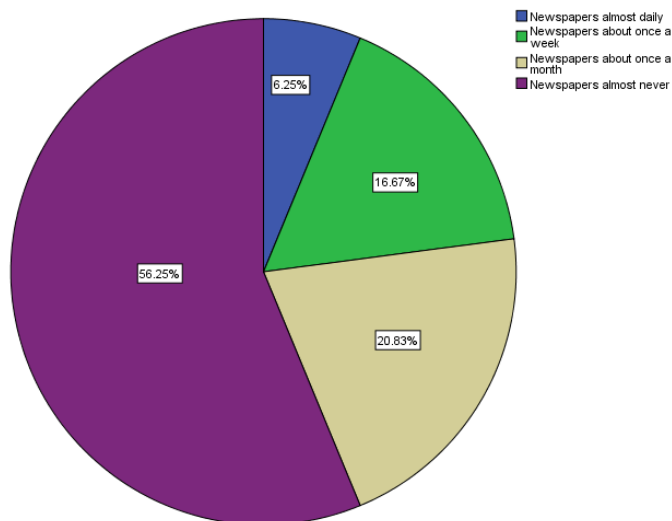


At the same time, following the same question but related to the literature, the 39.58% of the students mentioned that they read literature about once a month. The 27.06% said they do it almost daily. The 18.75% said they read literature about once a week and only the 14.58% stated that they do it almost never. This shows that a big amount of students practice their English only once a month. It was not stated if they do so due to homework assignments or something related to school activities, though. It is important to mention that the most interesting aspect is that they do something in order to look for ways in order to be better.

13. e Outside the classroom, I read newspaper in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Newspapers almost daily	3	6.3	6.3	6.3
Newspapers about once a week	8	16.7	16.7	22.9
Valid Newspapers about once a month	10	20.8	20.8	43.8
Newspapers almost never	27	56.3	56.3	100.0
Total	48	100.0	100.0	

13.e Outside the classroom, I read newspaper in English

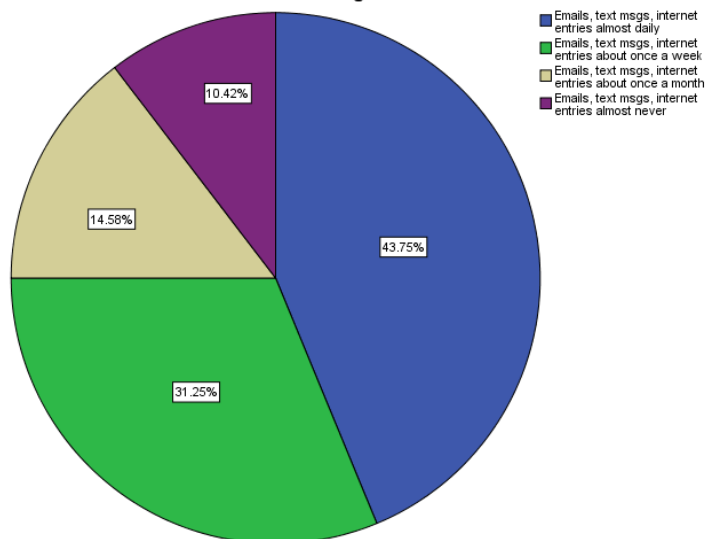


By applying the rule of three it is easy to know the exact number of students who apply to what it was asked to. In this way, 3 students (6.05%) out of 48 mentioned that they read the newspaper in English almost daily. This might sound sad but it is known that in non-spoken English countries this is sort of normal due to the lack of resources in the language. Nowadays, this can be solved by going to the Internet and click on any newspaper site and have the opportunity to read it; some people do not have the reading habits and/or might not have access to it, though. Thus, 56.25% stated that they never read the news in the second language. 16.65% practice this once a week only and 20.83% said they do it once a month.

14. a Outside the classroom, I write emails, text msgs and/or internet entries in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Emails, text msgs, internet entries almost daily	21	43.8	43.8
	Emails, text msgs, internet entries about once a week	15	31.3	75.0
	Emails, text msgs, internet entries about once a month	7	14.6	89.6
	Emails, text msgs, internet entries almost never	5	10.4	100.0
	Total	48	100.0	100.0

14.a Outside the classroom, I write emails, text msgs and/or internet entries in English

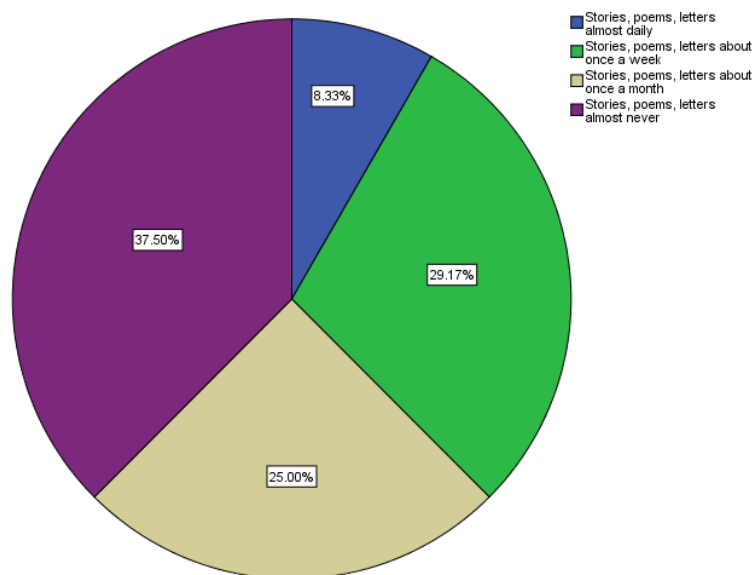


On the contrary to read, it seems students tend to write more than read. For instance, the 43.75% confirmed that they write either an email, text messages or anything related to writing almost daily. The 31.24% said they do so once a week, 14.58% about once a month and only 10.24% said they do it almost never. In this question a big amount of people practice this skill through writing in English. Thus, it looks like students prefer to spend their time writing (mails, msgs) whenever they have free time.

14. b Outside the classroom, I write stories in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Stories, poems, letters almost daily	4	8.3	8.3	8.3
Stories, poems, letters about once a week	14	29.2	29.2	37.5
Valid Stories, poems, letters about once a month	12	25.0	25.0	62.5
Stories, poems, letters almost never	18	37.5	37.5	100.0
Total	48	100.0	100.0	

14. b Outside the classroom, I write stories, poems, letters in English

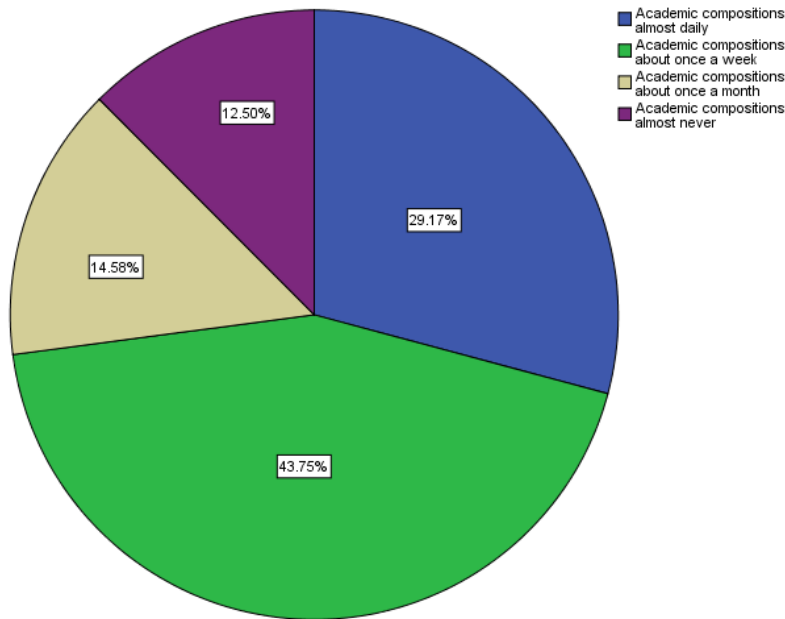


When asking about the frequency on how they write in L2, these were the answers gotten. 37.50% stated they almost never write any kind of pieces of writing; on the other hand, only the 8.33% said they do it almost daily. 29.17% do that activity once a week and the rest 25% do so once a month. Even though the difference among the ones who write almost daily with the ones who never do it, it can be said that the difference among the ones who write once a week is not big. Thus, it can be stated that at least some of them are using this activity (for fun) for improving this skill.

14. c Outside the classroom, I write academic compositions in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Academic compositions almost daily	14	29.2	29.2	29.2
Academic compositions about once a week	21	43.8	43.8	72.9
Valid Academic compositions about once a month	7	14.6	14.6	87.5
Academic compositions almost never	6	12.5	12.5	100.0
Total	48	100.0	100.0	

14.c Outside the classroom, I write academic compositions in English

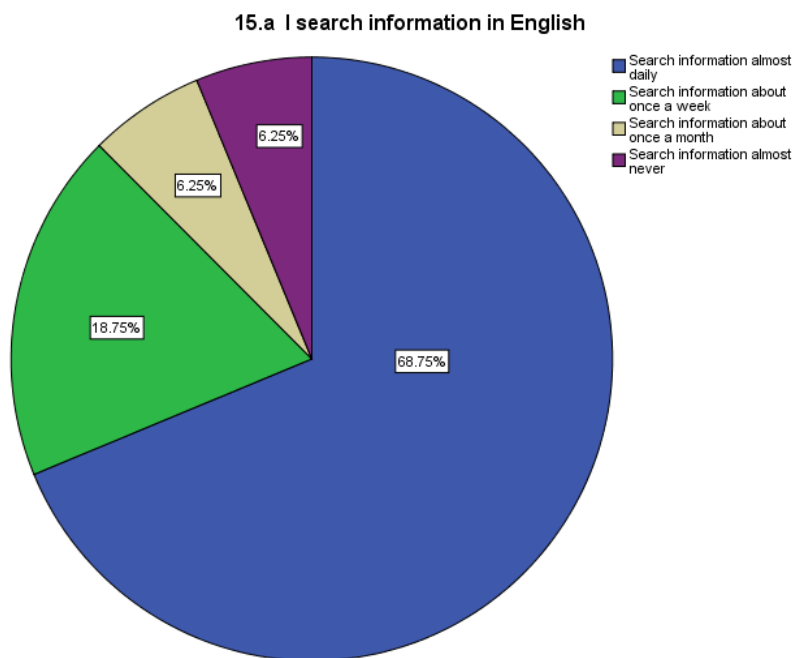


On the contrary with the previous question, it can be seen that 29.17% write academic pieces of writing every day while the 43.75% do it once a week. Together with this, the 14.58% write about once a month and only the 12.50% never seem to do homework in English. This might agree from the previous results since the same amount of students practice writing in English every day with the difference that in the former question they do that for hobby in a way and here it is mandatory. The most important to highlight is that with either purpose they do something in order to improve writing as a skill.

USE OF ENGLISH IN YOUR FREE TIME

15. a I search information in English

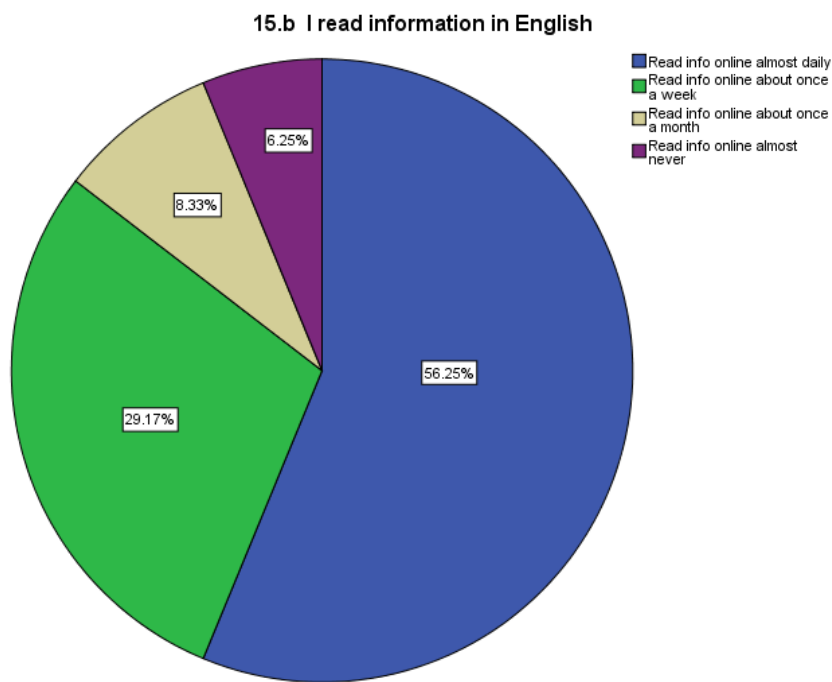
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Search information almost daily	33	68.8	68.8	68.8
Search information about once a week	9	18.8	18.8	87.5
Search information about once a month	3	6.3	6.3	93.8
Search information almost never	3	6.3	6.3	100.0
Total	48	100.0	100.0	



Using the Internet in their free time seems to be very popular among students these days. 68.75% mentioned they use it every day in order to look for information. 18.75% said they use it only once a week; and 6.25% use it once a month or never use it, respectively. Due to the question was clear in the sense that what was the purpose of using the net, it can be stated that they use this tool to practice English.

15. b I read information in English

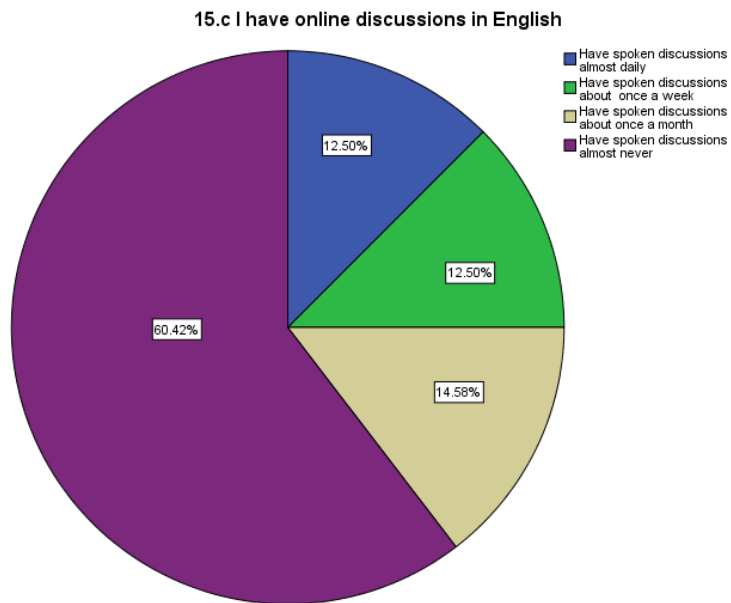
	Frequency	Percent	Valid Percent	Cumulative Percent
Read info online almost daily	27	56.3	56.3	56.3
Read info online about once a week	14	29.2	29.2	85.4
Valid Read info online about once a month	4	8.3	8.3	93.8
Read info online almost never	3	6.3	6.3	100.0
Total	48	100.0	100.0	



Speaking of reading information online, the results were these ones. 56.25% stated that they read in English daily. 29.17% does it once a week, 8.33% said they do so only once a month and finally, the rest 6.25% stated they never read information online. It is necessary to write that, it is good to know that most of the students practice this skill (reading) in order to improve their English. Thus, they are doing their best in order to be better.

15. c I have online discussions in English

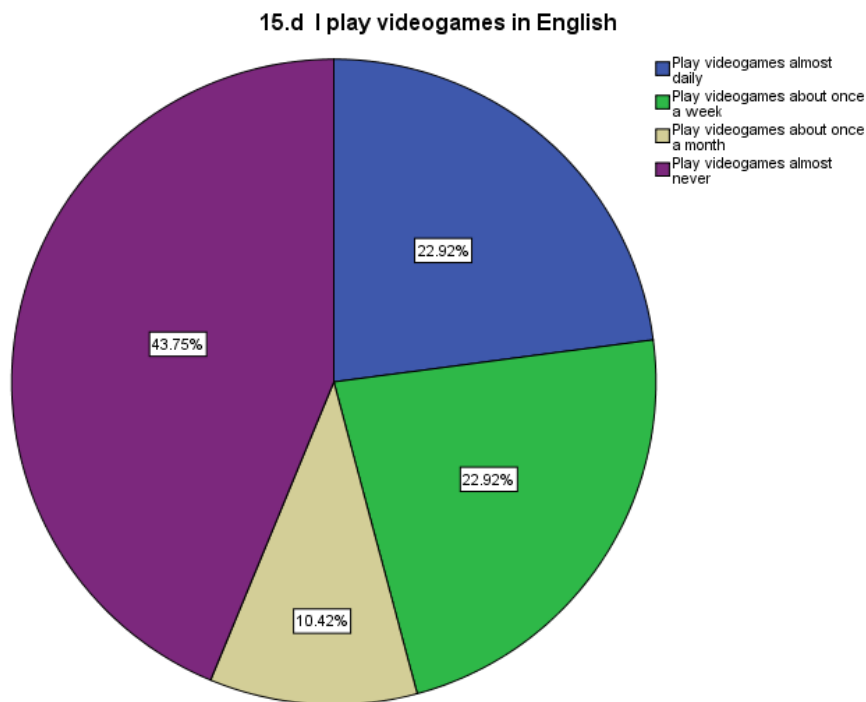
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Have spoken discussions almost daily	6	12.5	12.5	12.5
	Have spoken discussions about once a week	6	12.5	12.5	25.0
	Have spoken discussions about once a month	7	14.6	14.6	39.6
	Have spoken discussions almost never	29	60.4	60.4	100.0
	Total	48	100.0	100.0	



It is known that speaking is the most difficult skill to manage when learning a L2, but people know at the same time, they have to look for ways in order to practice it. Thus, when asking about having spoken discussions online (due to the lack of English speaker in the country) the interviewed students 12.50% said that practice this every day. Together with this, the same amount does it but once a week. The other 14.58% practice once a month and finally the 60.42%, almost most of the students asked, stated that they do never have such thing. Maybe it is not an effective activity because of the contact but it does help them in real life to practice because of the real language applied.

15. d I play videogames in English

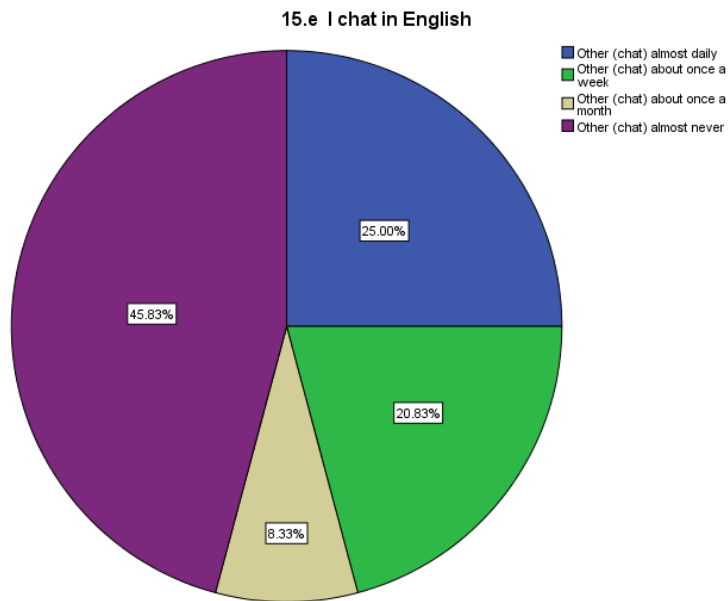
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Play videogames almost daily	11	22.9	22.9	22.9
Play videogames about once a week	11	22.9	22.9	45.8
Play videogames about once a month	5	10.4	10.4	56.3
Play videogames almost never	21	43.8	43.8	100.0
Total	48	100.0	100.0	



Playing videogames was the other activity they had to answer in order to see their management of skills. Thus, the outcomes were that 22.92% play videogames every day. 22.92% does it once a week, 10.42% play once a month and a big amount, exactly the 43.75% almost never play videogames. The results showed that the same amount of students practice this hobby very often in order to apply their language. It is good because they play and learn English at the same time, which is the main interest.

15. e I chat in English

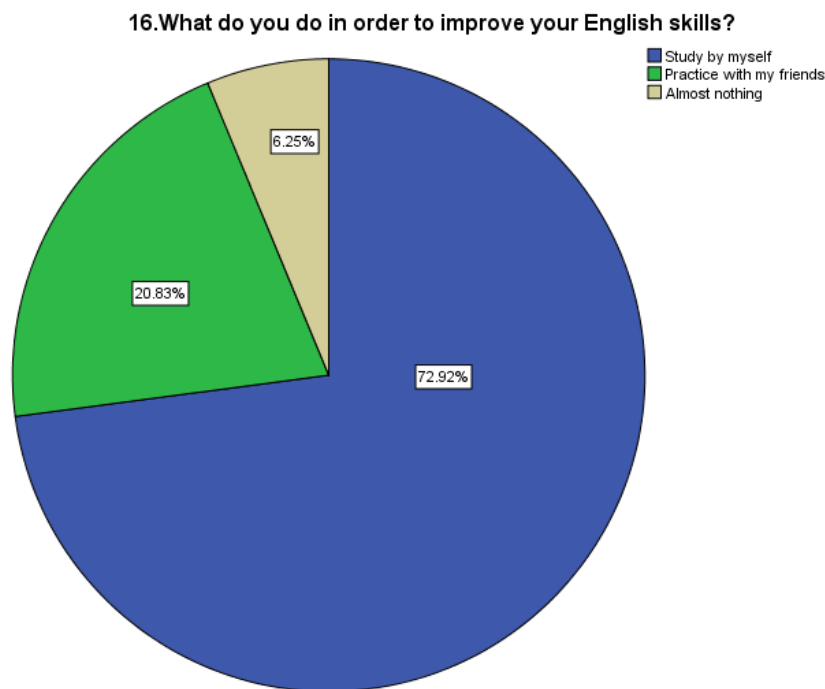
	Frequency	Percent	Valid Percent	Cumulative Percent
Other (chat) almost daily	12	25.0	25.0	25.0
Other (chat) about once a week	10	20.8	20.8	45.8
Valid Other (chat) about once a month	4	8.3	8.3	54.2
Other (chat) almost never	22	45.8	45.8	100.0
Total	48	100.0	100.0	



Nowadays, the Internet has become so popular among students. In this way, it was asked the frequency they chat in their free time and the results were the following. 25% said they chat almost daily, the 20.83% do that once a week. Only 8.33% chat once a month and 45.83% mentioned they almost never chat in English. This might be a little contradictory since almost everybody chats but they mentioned they do so but in Spanish. Thus, in this activity for practicing the language, chatting in English is not being done among them just for a few.

16. What do you do in order to improve your English skills?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Study by myself	35	72.9	72.9	72.9
Practice with my friends	10	20.8	20.8	93.8
Almost nothing	3	6.3	6.3	100.0
Total	48	100.0	100.0	

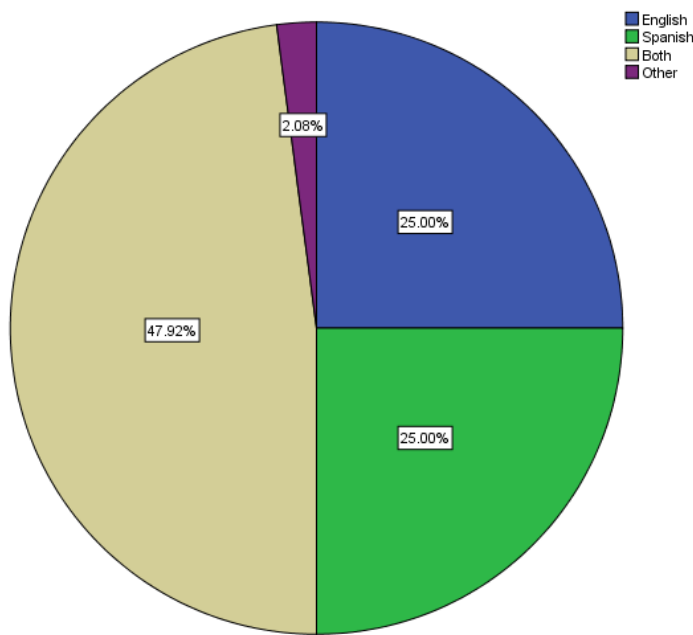


When it comes to the activities students do in order to improve their English proficiencies, the graphic shows that the 72.92% of the students prefers to study by themselves, followed by the 20.83% who prefers to practice with their friends, a small amount of students with 6.25 share that they don't do almost anything. Learning is a non stopping process that involves a series of elements such as the environment, the aptitudes, the level of difficulty of the topic, etc. Taking this information into account is essential to develop the ability to interact with classmates and teachers, but most importantly with themselves. Knowing their strengths and weaknesses will allow students to see the big picture of their skills and try to work and those aspects that demand attention.

17. What language do you usually use to read outside the classroom?

	Frequency	Percent	Valid Percent	Cumulative Percent
English	12	25.0	25.0	25.0
Spanish	12	25.0	25.0	50.0
Valid Both	23	47.9	47.9	97.9
Other	1	2.1	2.1	100.0
Total	48	100.0	100.0	

17. What language do you usually use to read outside the classroom?

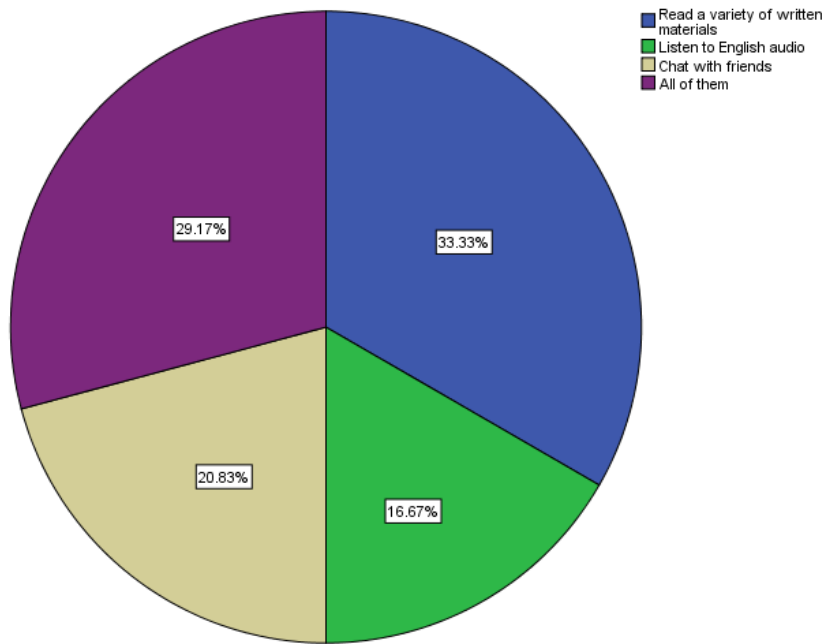


When we asked the students about the language they usually use to read outside the classroom, this is what we got: the 47.92% end up reading materials in both languages due to homework assignments, hobbies, classroom tasks and extra materials they use in order to study. It was also noted that some of the students, 25%, read just books written in Spanish, these materials can be hand outs, essays, newspaper, etc. A similar percentage, 25%, read just materials written in English. Sometimes the materials have been a personal choice by the students, not an assignment. A 2.08 % read material in other languages such as Italian, French, German, etc.

18. What do you do outside the classrooms in order to improve your English skills?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Read a variety of written materials	16	33.3	33.3	33.3
Listen to English audio	8	16.7	16.7	50.0
Chat with friends	10	20.8	20.8	70.8
All of them	14	29.2	29.2	100.0
Total	48	100.0	100.0	

18.What do you do outside the classrooms in order to improve your English skills?



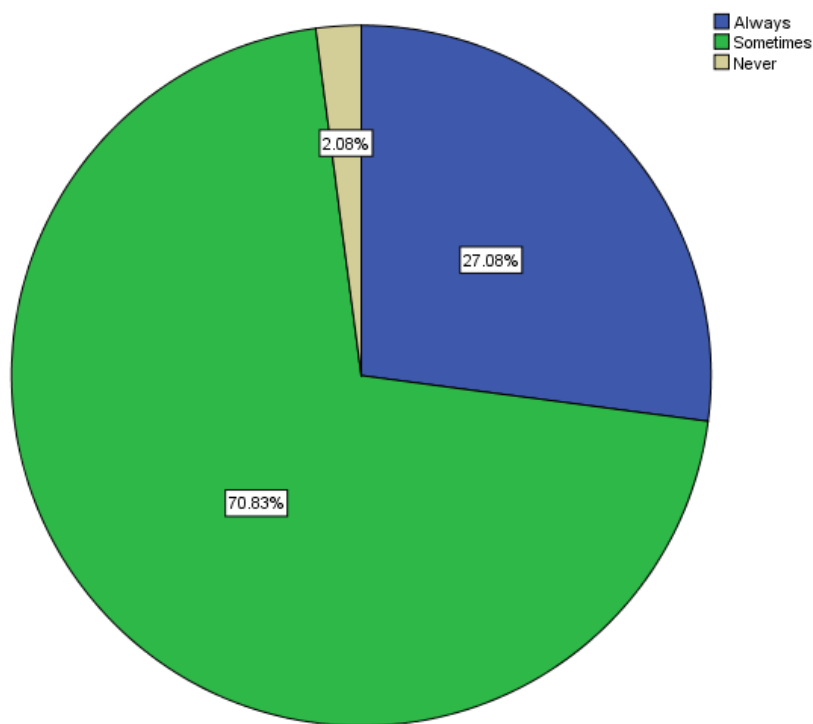
Out of the classroom students have the freedom to study the way they find more effective. Activities like reading a variety of written materials is one of the most relevant of all with a 33.33%, another alternative is chatting with friends with a 20.83 % and followed by listening to English audio with 16.67%. At the end of the day, a combination of these activities is necessary to improve all the proficiencies as reflects the 29.17%. Learning is a process that requires the use of all senses, the eyes, the ears, the mouth, etc. Using all senses will enhance meaningful learning in the students.

ACTIVITIES THAT PROVIDE BENEFITS

19. Do your classmates speak English in classes or on campus with you?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	27.1	27.1
	Sometimes	34	70.8	97.9
	Never	1	2.1	100.0
	Total	48	100.0	100.0

19. Do your classmates speak English in classes or on campus with you?

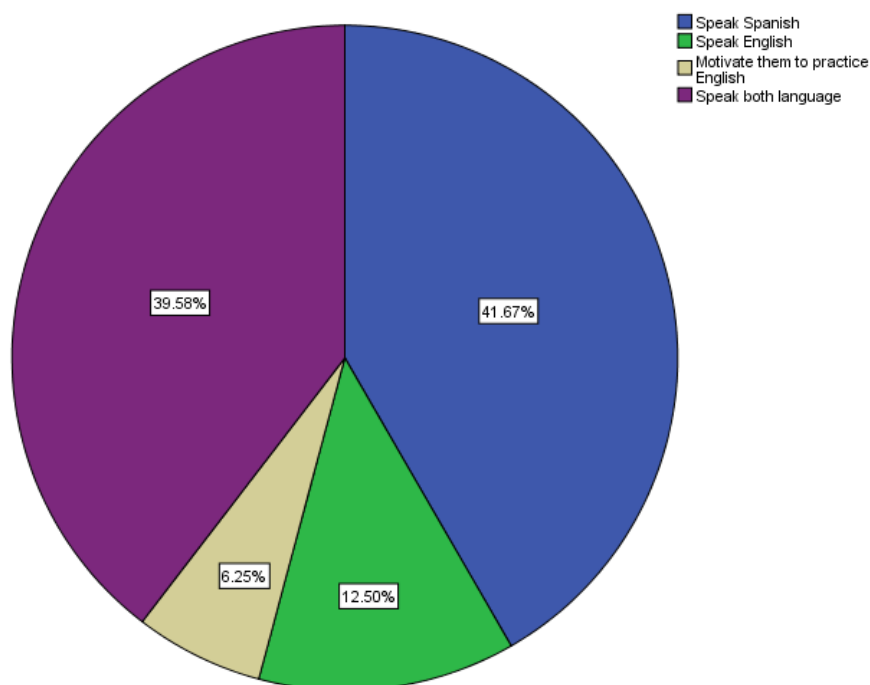


Practicing English in and out of the classroom becomes an activity student get engaged almost every day. When they were asked about it, 70.38% responded that they do it sometimes, 27.08% always speak English and a 2.08% prefer not to use the language. It is normal to accommodate and do exactly what others do, and practicing English is not an exception. Students prefer to use the mother tongue and avoid practicing English just because nobody is evaluating them or something that cannot be deny is that talking in Spanish tend to be easier and a rule among classmates.

20. Outside the classrooms, If your friends speak Spanish, do you...?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Speak Spanish	20	41.7	41.7	41.7
Speak English	6	12.5	12.5	54.2
Motivate them to practice English	3	6.3	6.3	60.4
Speak both language	19	39.6	39.6	100.0
Total	48	100.0	100.0	

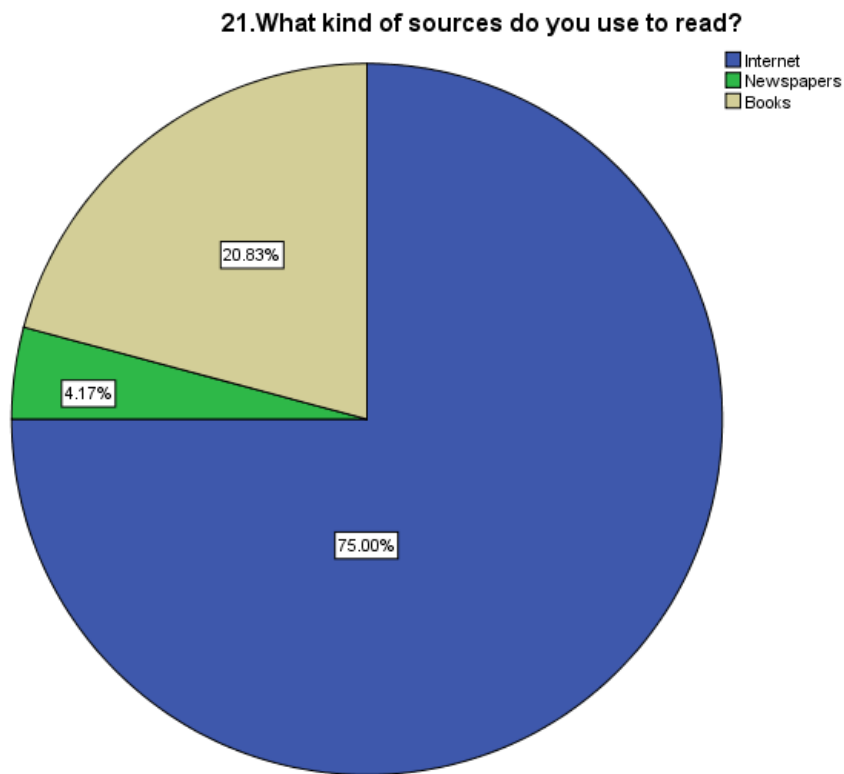
20. Outside the classrooms, If your friends speak Spanish, do you...?



In this particular question, Outside the classrooms, If your friends speak Spanish, do you...? Students concluded that they speak Spanish with a 41.67%, a 39.6% use both languages, Spanish and English, 12.5% prefers to speak just in English and a 6.3% concluded that they motivate their classmates to use English instead of Spanish. It is clear that speaking Spanish is a tendency that students adopt in order to stay in their comfort zone. Even though teachers motivate and persuade students to use English as much as possible, they cannot control if students do it or not. On the other hand, a good amount of students use both languages to communicate among them, which reflects the willingness to practice English out of the classrooms.

21. What kind of sources do you use to read?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Internet	36	75.0	75.0	75.0
Newspapers	2	4.2	4.2	79.2
Books	10	20.8	20.8	100.0
Total	48	100.0	100.0	

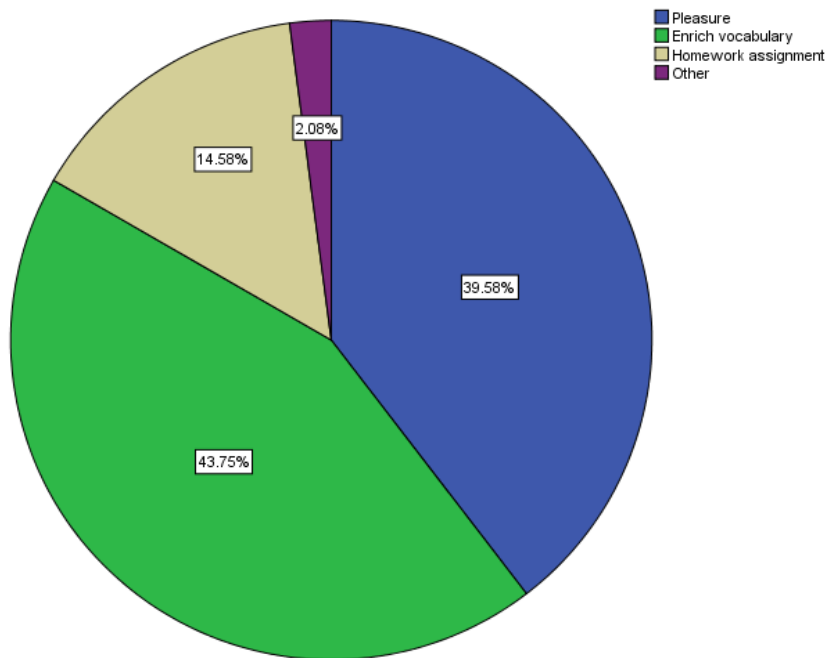


Internet once again becomes the main source when it comes to reading. The 75% of students find this source effective, reliable and easy to get. The amount of materials is endless; students can find exactly what they are looking for, books, essays, articles, news, grammar exercises, dictionaries, etc. The 20.83% of the students prefers to read books. They stick to traditional written material, which can provide more reliable information that you can find online. Finally, 4.17% of the students read the newspaper in order to get informed about what is happening in our country.

22. Why do you read for?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pleasure	19	39.6	39.6
	Enrich vocabulary	21	43.8	83.3
	Homework assignment	7	14.6	97.9
	Other	1	2.1	100.0
	Total	48	100.0	100.0

22. Why do you read for?

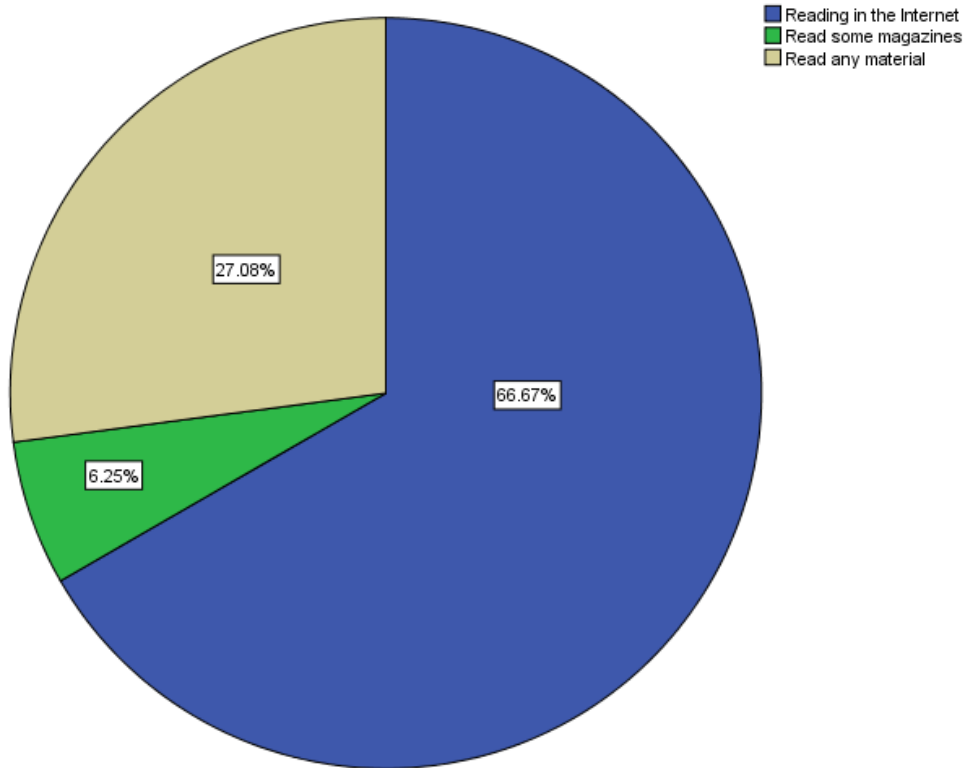


The graphic above shows that 43.75% of the students practice reading to enrich their vocabulary, 39.58% reads for pleasure and 14.58% do this activity as homework assignment. Reading provides many benefits such as develop creativity and concentration, increase vocabulary and become positive habits. And as the graphics describes, students are conscious about these benefits, they do practice reading in order to enhance their vocabulary. Readings that challenge students to look for meaning, definition and use result more effective. Nowadays, it seems that reading has become a trend students are following due to the amount of movies that once were book. The fascination of reading a book before watching the movie motivates students to develop this habit.

23. What do you do outside the classrooms in order to improve your reading?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Reading in the Internet	32	66.7	66.7	66.7
Read some magazines	3	6.3	6.3	72.9
Read any material	13	27.1	27.1	100.0
Total	48	100.0	100.0	

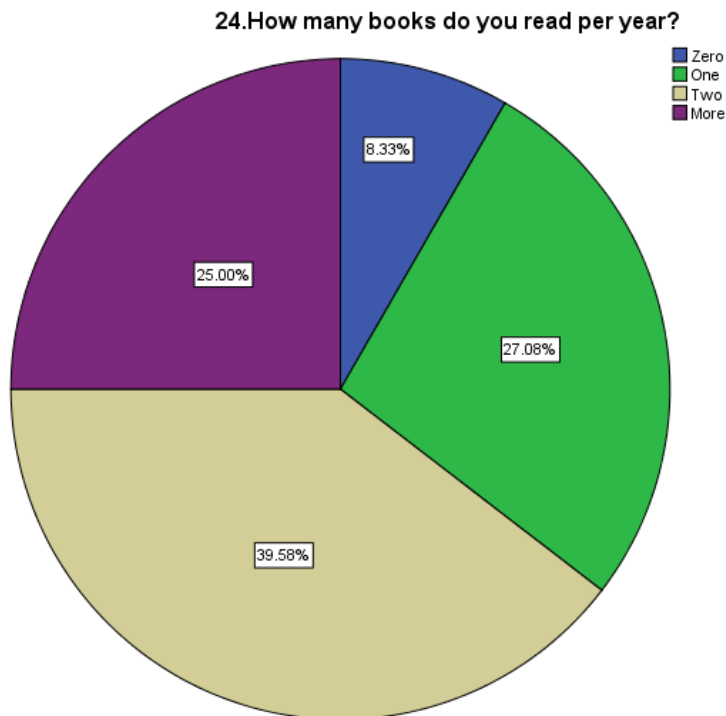
23.What do you do outside the classrooms in order to improve your reading?



There are several notable findings to extract out of this graphic. The least popular reading activity seems to be reading magazines with 6.25%. On the other contrary, the main source of reading in English is the internet with 66.67%. The internet provides students a variety of books, articles, essays, formal and informal digital data that can be found in a matter of seconds, downloaded, printed and shared as well. A 27.08% of the students prefer to read other written materials, such as booklets, newspapers, comics, etc.

24. How many books do you read per year?

	Frequency	Percent	Valid Percent	Cumulative Percent
Zero	4	8.3	8.3	8.3
One	13	27.1	27.1	35.4
Valid Two	19	39.6	39.6	75.0
More	12	25.0	25.0	100.0
Total	48	100.0	100.0	

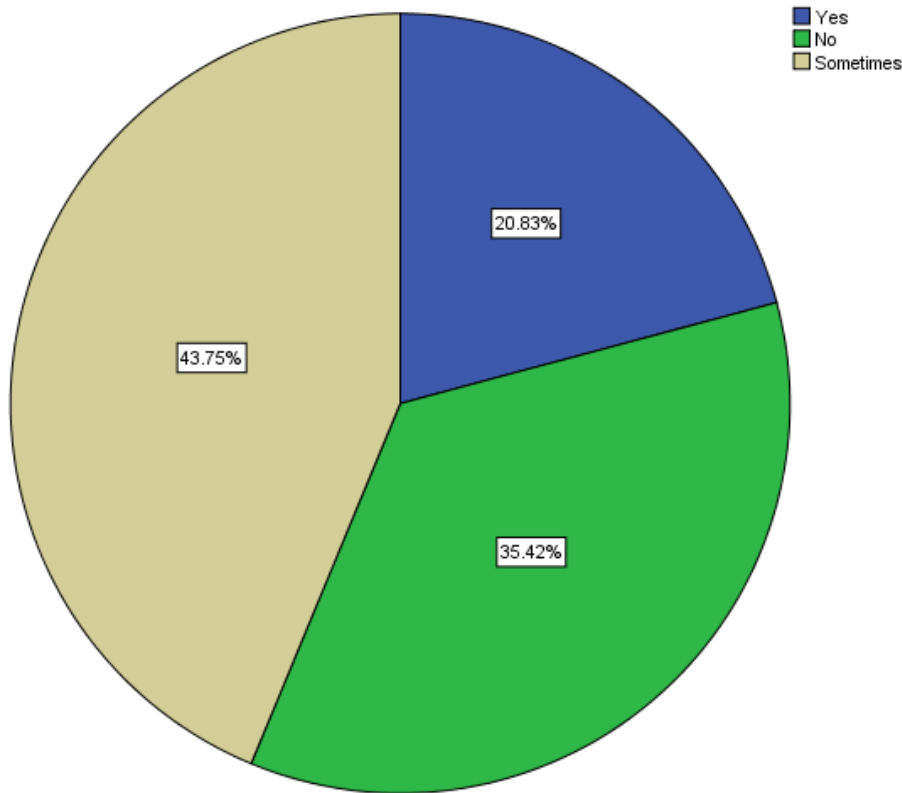


The answers to the question: How many books do you read per year? Shows that 39.58% of the students read two books per year, 27.08% read one in the same time, 25% of the students read more than two books in a year and an 8.33% does not read any book at all. Reading is a habit each student develops consciously, the amount of benefits have been mention previously. All students are encouraged to adopt this habit by assigning assignments and homework oriented to read and comprehend a variety of topics such as literature, social issues, learning and teachings matters, behavior and the like. It is not an easy task to embrace, most of the time students face difficulties while they are reading, lack of vocabulary, short term comprehension, concentration can be mentioned.

25. Do you read news papers, informative and educative magazines and journals in English in the classroom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	20.8	20.8
	No	17	35.4	56.3
	Sometimes	21	43.8	100.0
	Total	48	100.0	100.0

25. Do you read news papers, informative and educative magazines and journals in English in the classroom?

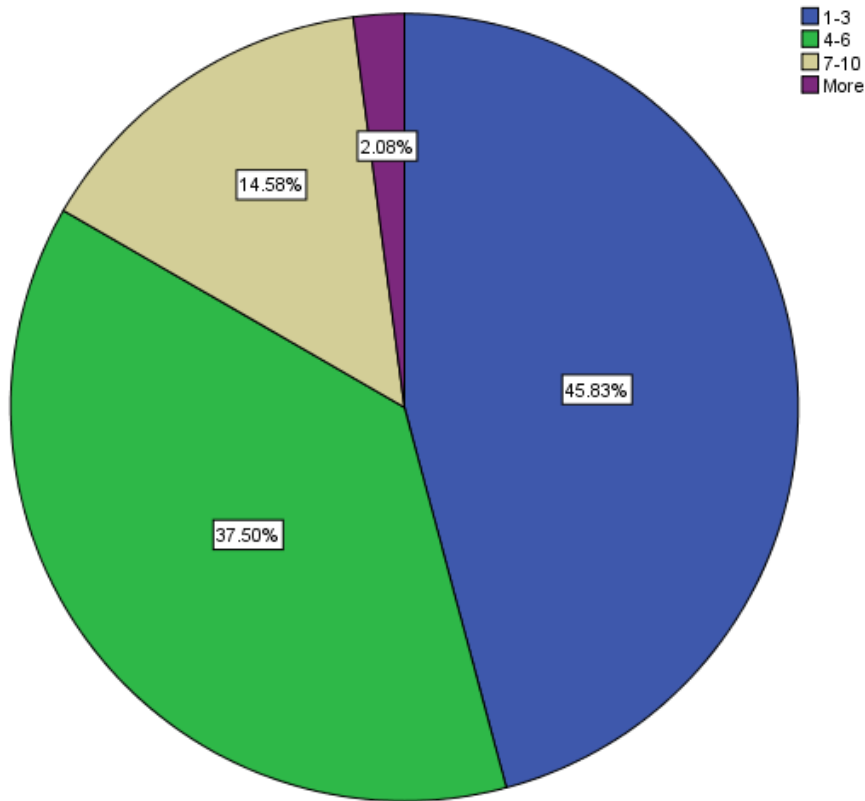


The types of written materials students read in the classroom will depend on the level of the students, the subject, the methodology of the teachers and the goals they have in order to complete the subjects. That is why it was important to ask if they have the chance to read news papers, informative and educative magazines and journals in English in the classroom. The results show that 43.75% of the students have access to this type of materials, the 35.42% deny the use of it and 20.83% reads this kind of written paper.

26. How many new words do you learn in English during the day?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3	22	45.8	45.8
	4-6	18	37.5	83.3
	7-10	7	14.6	97.9
	More	1	2.1	100.0
	Total	48	100.0	100.0

26.How many new words do you learn in English during the day?

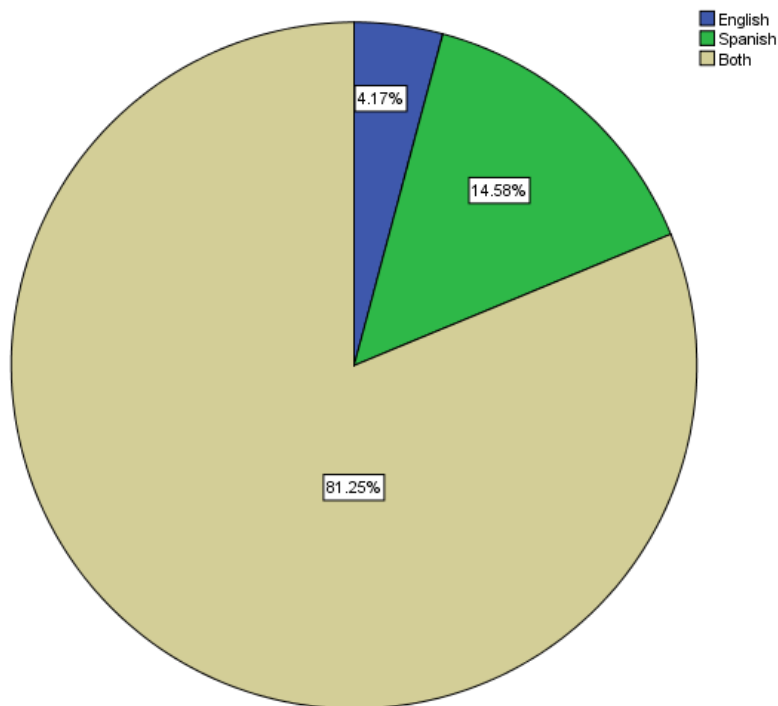


The graphics shows that 45.83% learn an average of three new words per day, 37.50% learn six words a day, 14.58% learn more than 7 words and a 2.08% learn less than three words. Every number is valid and acceptable, the different learning style of the students have a lot to do with this results.

27. What language do you use to write when you are chatting?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	2	4.2	4.2	4.2
	Spanish	7	14.6	14.6	18.8
	Both	39	81.3	81.3	100.0
	Total	48	100.0	100.0	

27.What language do you use to write when you are chatting?

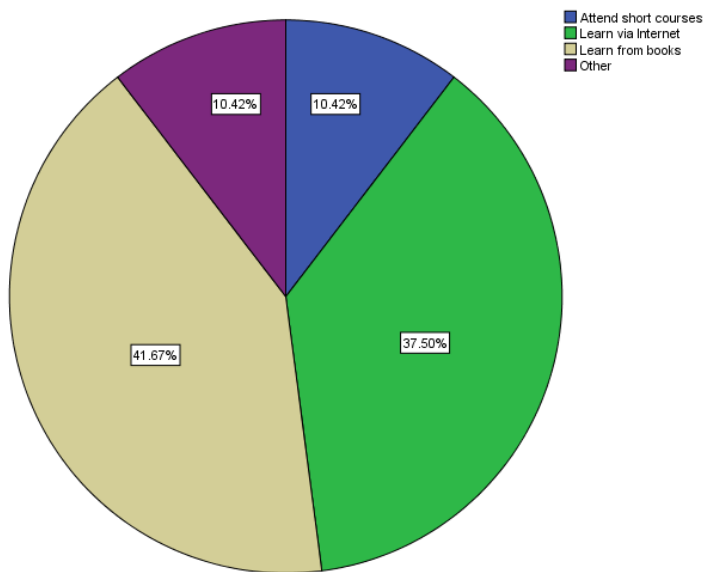


Chatting, either way by a social network or a telephone application, has become a very common way to communicate among people, it is easy, cheap, practical and effective. When we asked students the language they use to do such activity the results were that the 81.25 % use both languages, Spanish and English, 14.58 % use just Spanish and a small number of 4.17 % chat just in English. Taking advantages of using English any time possible has to do with the reactions of the people around the students, if they have an established policy of chatting in English or Spanish will depend of the level of confidence among them. In other words, chatting becomes an activity in which students can correct, share and learn from each other.

28. What do you do in order to improve your writing skill?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Attend short courses	5	10.4	10.4
	Learn via Internet	18	37.5	47.9
	Learn from books	20	41.7	89.6
	Other	5	10.4	100.0
	Total	48	100.0	100.0

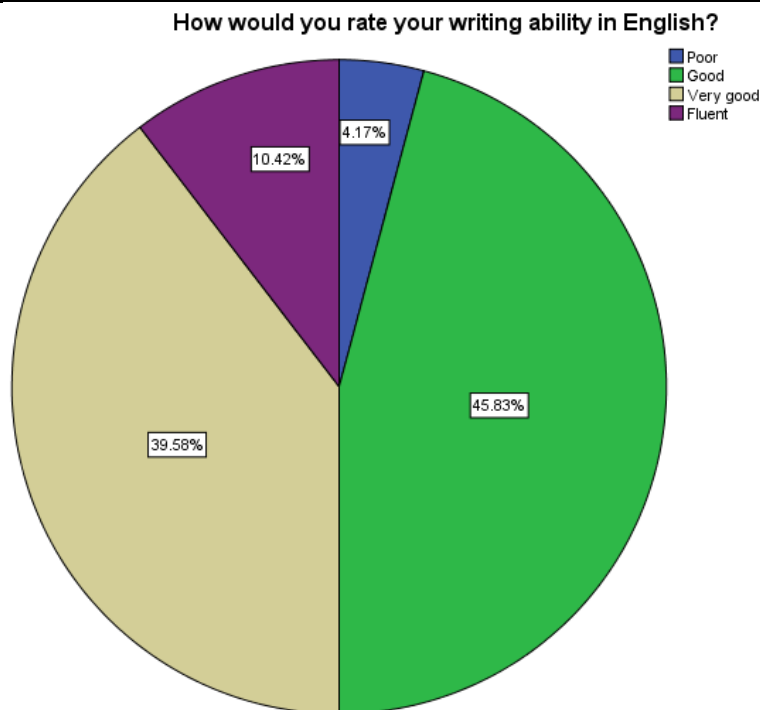
28.What do you do in order to improve your writing skill?



In this question, what do you do in order to improve your writing skill? The result shows that the 41.67% of the students learn from books, 37.50% use internet, 10.42 % attend short courses and 10.42 do other activities such as keep a vocabulary record, create a word bank, consult the dictionary or any similar sources. The activities and sources are easy to get access to, books provided by the teaches will always be the first options based on the assumption of what the students will find there it is what they are learning in classes. Internet, once again, becomes a reliable choice, the amount of materials and websites is countless. Finally, even an easy task as keeping a word bank will help students to improve their writing skills because they can consult at any time they need it and find exactly what they are looking for. (Synonyms, nouns, verbs, spelling, etc.)

29. How would you rate your writing ability in English?

	Frequency	Percent	Valid Percent	Cumulative Percent
Poor	2	4.2	4.2	4.2
Good	22	45.8	45.8	50.0
Very good	19	39.6	39.6	89.6
Fluent	5	10.4	10.4	100.0
Total	48	100.0	100.0	

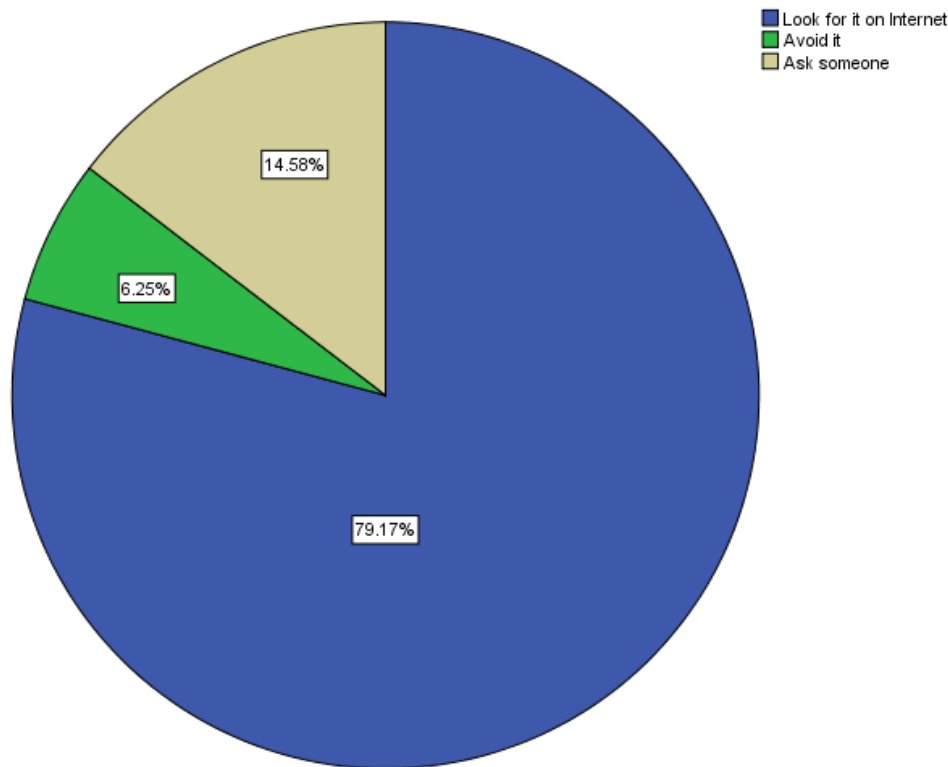


The graphic above shows that 45.83% of the students consider their writing skill as good, the rest of the students describe this skill as very good with 39%, fluent 10.42% and poor with 4.17. Writing skills is one of the areas students found more difficulty. Grammar, which is something important though students will take time to see it like that, plays an important role in this finding. No matter what the approach is, sometimes learning the correct way to write in English becomes a challenge due to the lack of interest or the difficulty of the topic. Students have chances to practice and get feedback thought the whole major by the teachers and peers, so master this ability will take time and effort that have to be contemplated by the students.

30. What do you do when you do not know how to write something?

	Frequency	Percent	Valid Percent	Cumulative Percent
Look for it on Internet	38	79.2	79.2	79.2
Valid Avoid it	3	6.3	6.3	85.4
Ask someone	7	14.6	14.6	100.0
Total	48	100.0	100.0	

30.What do you do when you do not know how to write something?

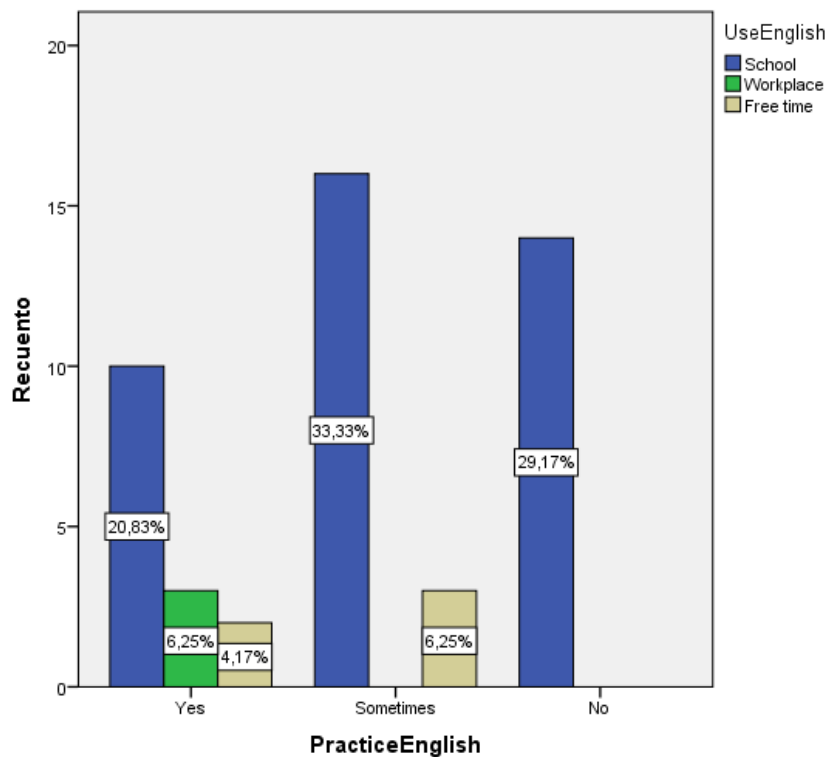


Internet has become a valuable tool when it comes to help students when they are learning any subject. A variety of websites, applications, sources and materials are available without any charge. Dictionaries, translators, video tutoring are some examples of them. It is common to go to internet and look for meanings, spellings, images related to new or unknown vocabulary. On the other hand, there will be time when doing nothing become the rule, as students mentioned, they ignore or prefer to use vocabulary they know on their written papers. Finally, asking somebody about the way to write something in English is a validate choice.

2. BIVARIATE ANALYSIS

Are you practicing English outside any academic context?
Where do you use English the most?

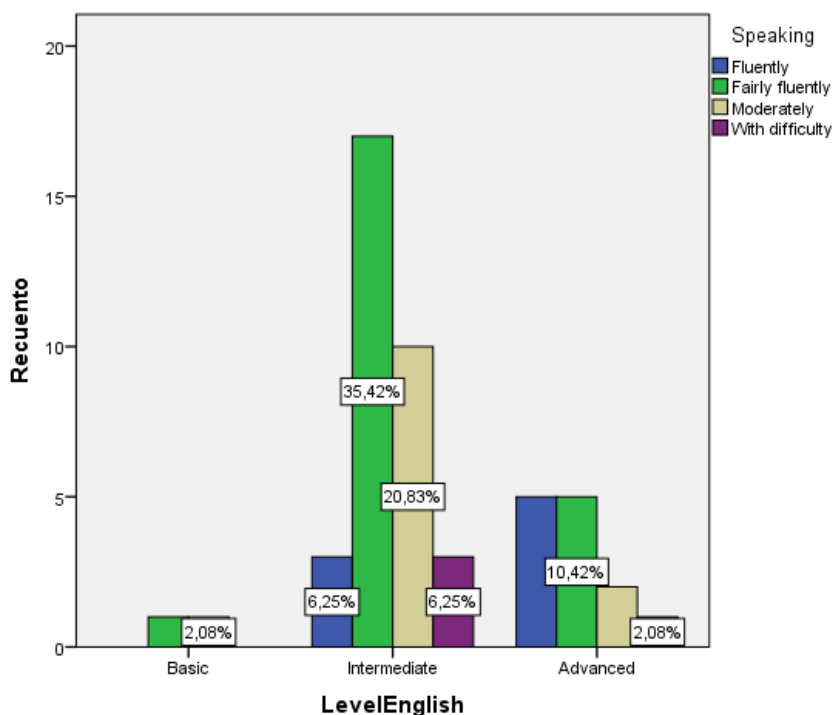
		Using English			Total
		School	Workplace	Free time	
Practice English	Yes	10	3	2	15
	Sometimes	16	0	3	19
	No	14	0	0	14
Total		40	3	5	48



The graphic above shows that most of the students practice English at university. The 83% of the students take some time to practice and use English while they are studying or interacting with their classmates and friends. The rest of the students responded they use the language while they are working (6.25%) or during their free time (10%). Students use English in an acceptable amount of time.

**Which of the following would describe best your level of English?
How do you evaluate your skills in English according to the options below?
Speaking**

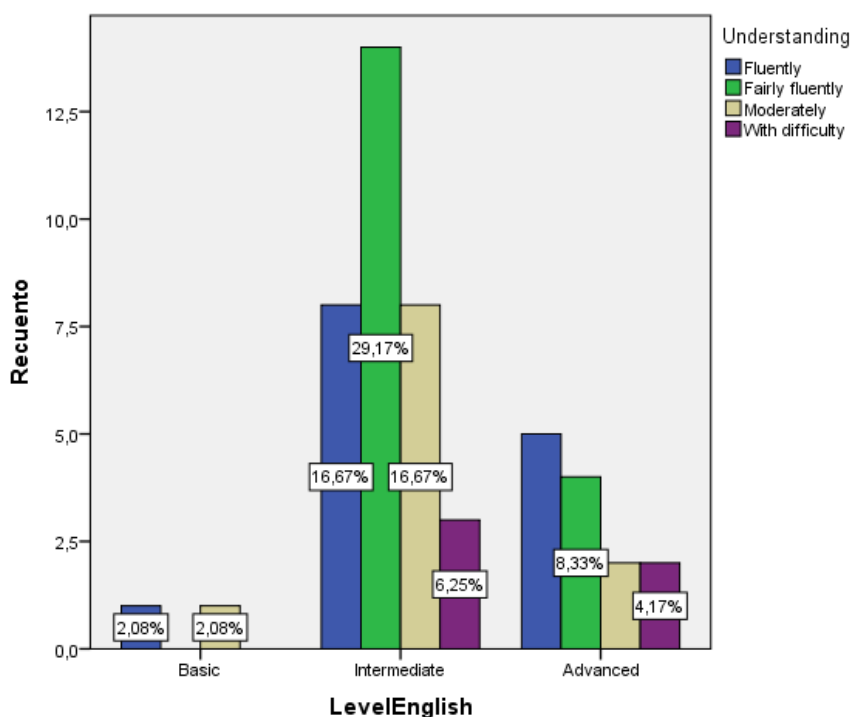
		Speaking Skill				Total
		Fluently	Fairly fluently	Moderately	With difficulty	
Level of English	Basic	0	1	1	0	2
	Intermediate	3	17	10	3	33
	Advanced	5	5	2	1	13
Total		8	23	13	4	48



The 68% of the students categorized their level on English in an intermediate level. When it comes to the speaking skills, 35.42% of the students responded they speak fairly fluently. Followed by a 20.83% who speaks English moderately. A minor result shows that a 6.25% of the students consider they speak fluently. The same percent of students (6.25) assured they speak English with difficulty. On the other hand, 12.5 % considers they speak English in an advanced level. They also categorized this ability into these categories fluently, fairly fluently and moderately. Finally, a 2.08% of the students accepted they speak English in a basic level.

**Which of the following would describe best your level of English?
How do you evaluate your skills in English according to the options below?
Listening**

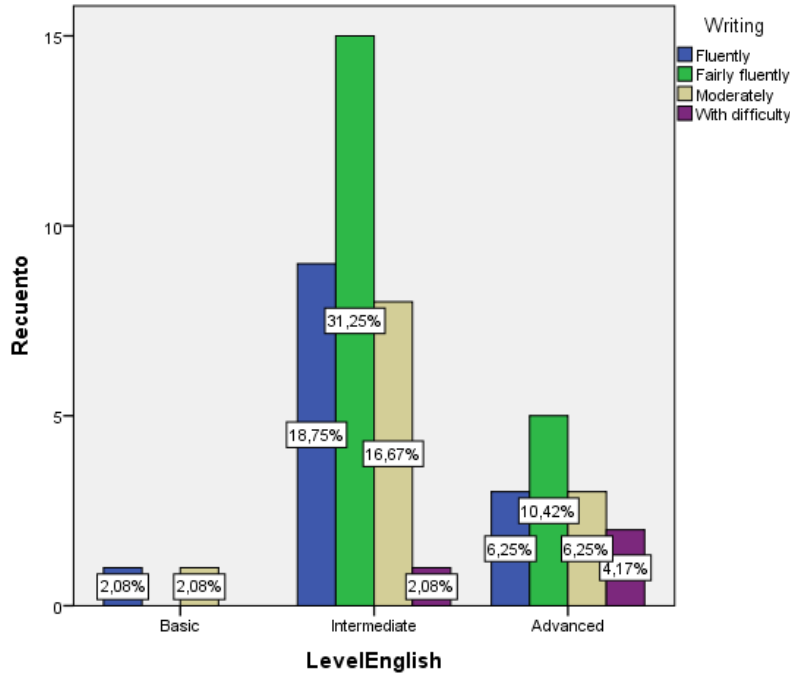
		Listening Skill				Total
		Fluently	Fairly fluently	Moderately	With difficulty	
Level of English	Basic	1	0	1	0	2
	Intermediate	8	14	8	3	33
	Advanced	5	4	2	2	13
Total		14	18	11	5	48



68.76 % of the students consider they have an intermediate level at listening English. According to the question they not only understand English speakers but they can develop a conversation as well. At the same time the 12.5 % of the interviewed people answered that they describe themselves as advanced listeners. That means, they can understand almost everything when refers to English. On the other hand, the minority (4.16 %) reported having a basic reading skill.

**Which of the following would describe best your level of English?
How do you evaluate your skills in English according to the options below?
Writing**

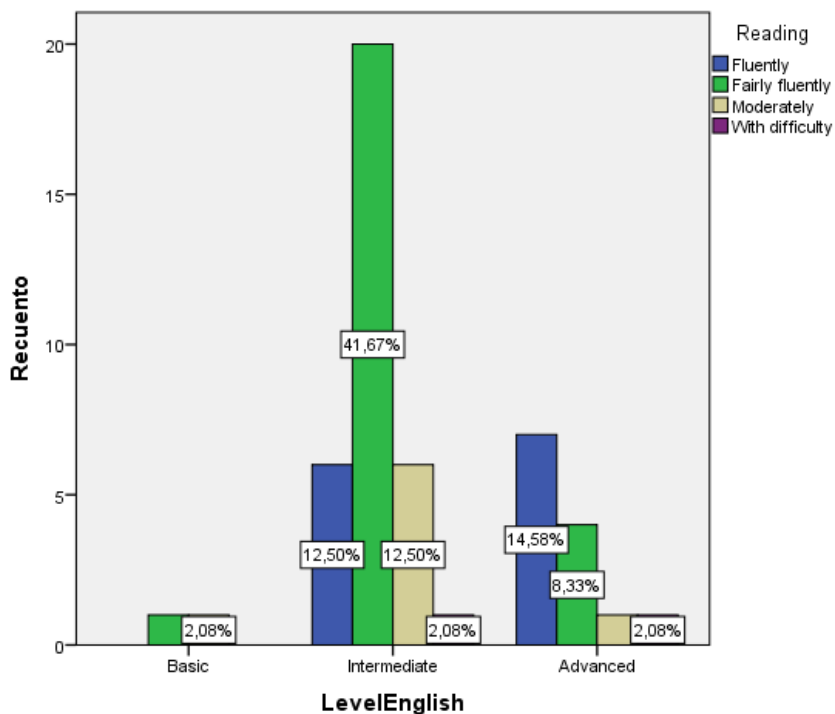
		Writing Skill				Total
		Fluently	Fairly fluently	Moderately	With difficulty	
Level of English	Basic	1	0	1	0	2
	Intermediate	9	15	8	1	33
	Advanced	3	5	3	2	13
Total		13	20	12	3	48



The 66.67% of the students categorized their level on English in an intermediate level. When it comes to the writing skills, 31.25% of the students responded they write fairly fluently. Followed by an 18.75% who writes English fluently. 16.67 of the students write moderately and 2.08% established they write with difficulty. On the other hand, 27% of the students who considered they write in an advance level are divided as follow: 10.42% write in English fairly fluently, 6.25% writes fluently, 6.25% writes moderately and 4.17% writes with difficulty. Finally, a 4.16% of the students assured they write English in a basic level.

**Which of the following would describe best your level of English?
How do you evaluate your skills in English according to the options below?
Reading**

		Reading Skill				Total
		Fluently	Fairly fluently	Moderately	With difficulty	
Level of English	Basic	0	1	1	0	2
	Intermediate	6	20	6	1	33
	Advanced	7	4	1	1	13
Total		13	25	8	2	48

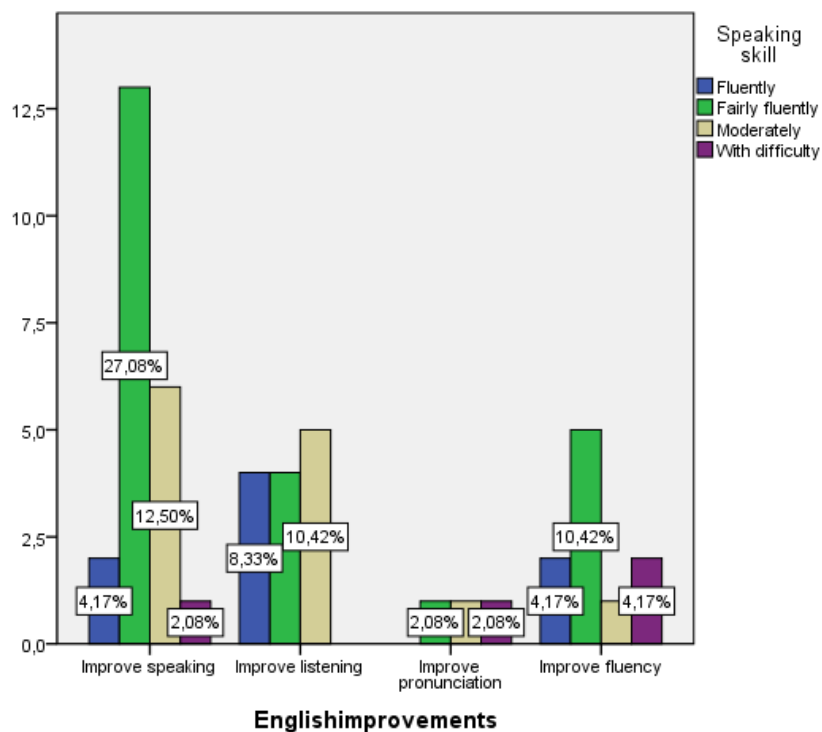


The 68% percent of the students considered they read in English in an Intermediate level. A high percent of 41.67% describe this ability as fairly fluently. The rest of the students classify their reading skills as follow: fluently (12.5%), moderately (12.5%) and with difficulty (2.08%). Just 24% of the students mentioned they read in an advanced level (14.58% fluently, 8.33 fairly fluently and 2.08% moderately). The 2.08% of the students read in a basic level.

How do you evaluate your English speaking skill?

Which of these areas do you think you improve after using English outside the class?

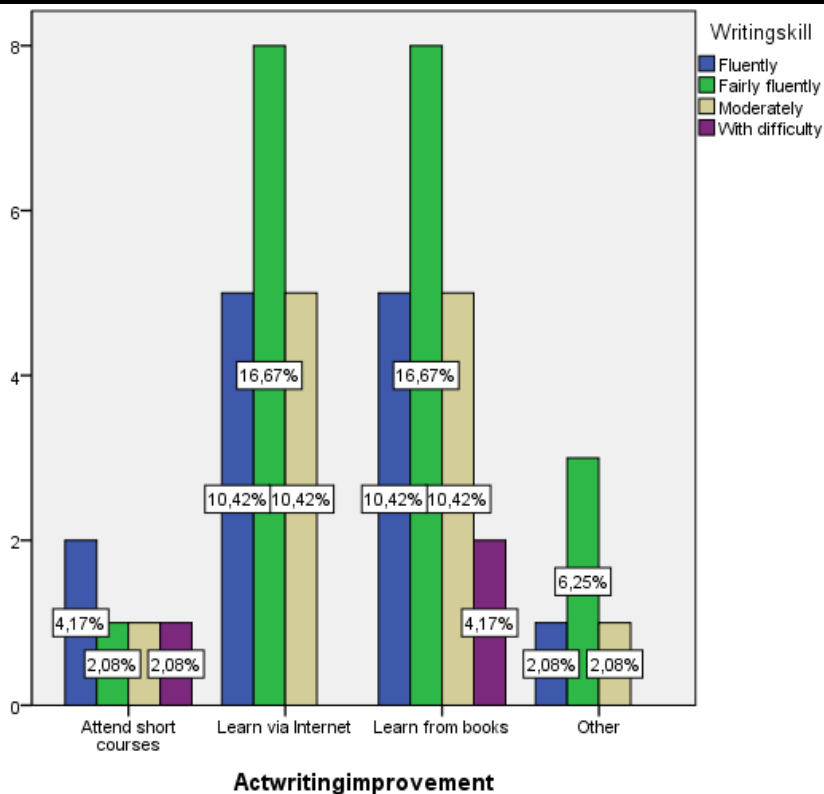
		Speaking Skill				Total
		Fluently	Fairly fluently	Moderately	With difficulty	
English improvements	Improve speaking	2	13	6	1	22
	Improve listening	4	4	5	0	13
	Improve pronunciation	0	1	1	1	3
	Improve fluency	2	5	1	2	10
Total		8	23	13	4	48



The present graphic shows that students improve the most their Speaking Skill in a 45.83 %. Followed by the improvement of fluency, which is the 18.76 %. Adding more about it, pupils improve their listening skill in an 18.75 %. On the other hand, the minority of them said that they develop more their pronunciation (4.16 %). So, it can be said that students practice and improve more their speaking skill.

**How do you evaluate your English writing skill?
What do you do in order to improve your writing skill?**

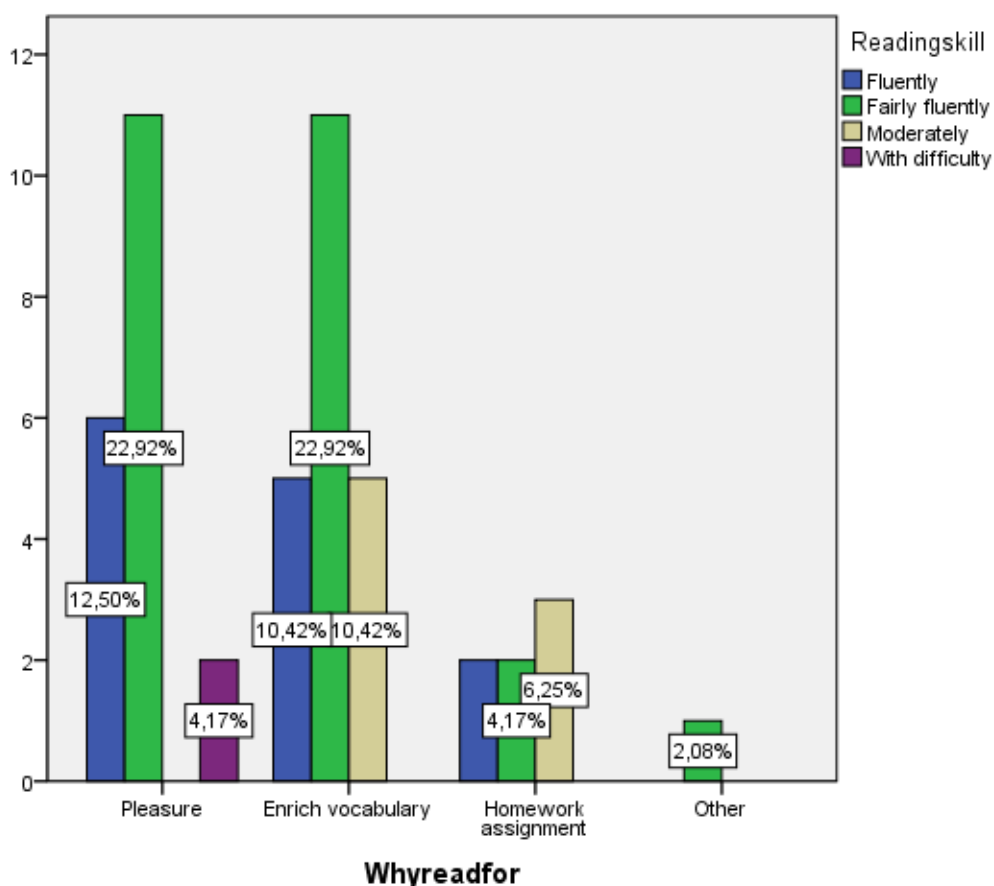
		Writing skill				Total
		Fluently	Fairly fluently	Moderately	With difficulty	
Written activities improvement	Attend short courses	2	1	1	1	5
	Learn via Internet	5	8	5	0	18
	Learn from books	5	8	5	2	20
	Other	1	3	1	0	5
Total		13	20	12	3	48



It is known that students improve their writing skill learning from via internet and from books. The 41.68 % of the participants said that they learn how to write from books. Followed by the other percentage that is the 37.51% of people that said they learn from internet. On the other side, there is another group that said that they from other sources, which is the 10.41 %. On the contrary the smallest percentage (8.33 %) said they learn attending to short coursers.

**How do you evaluate your English reading skill?
Why do you read for?**

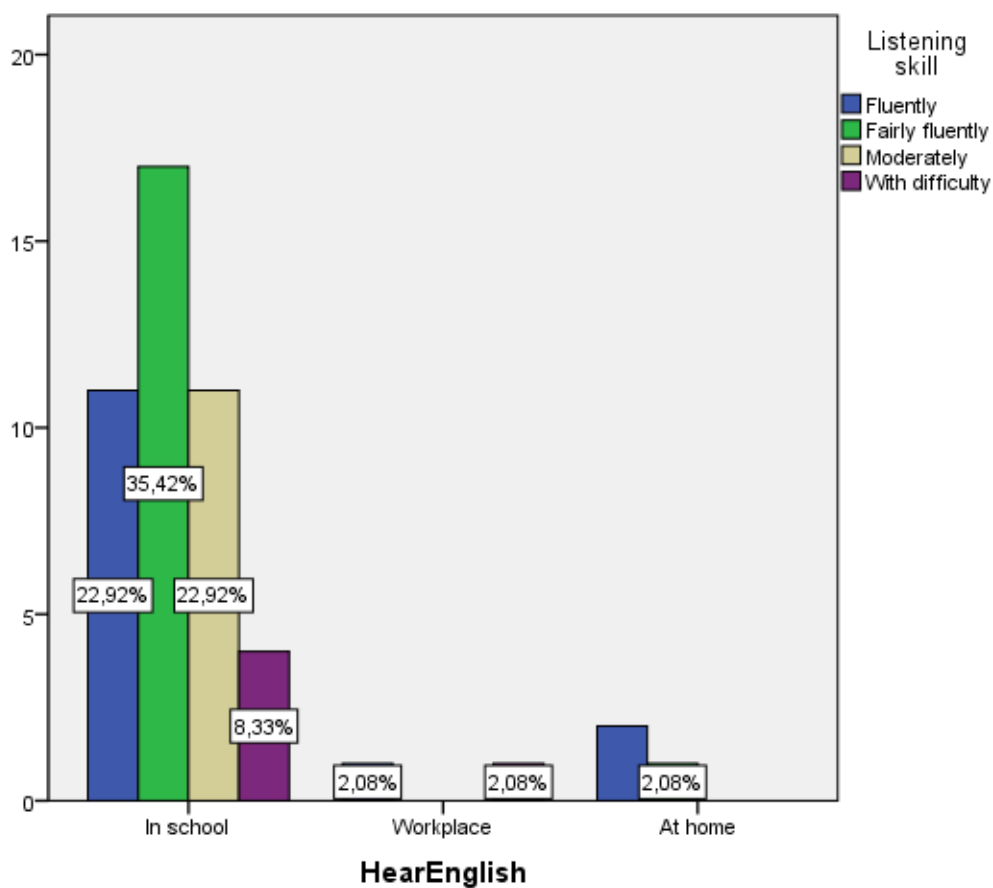
		Reading Skill				Total
		Fluently	Fairly fluently	Moderately	With difficulty	
Purpose of reading	Pleasure	6	11	0	2	19
	Enrich vocabulary	5	11	5	0	21
	Homework assignment	2	2	3	0	7
	Other	0	1	0	0	1
Total		13	25	8	2	48



When this question was asked to students, they said that they read for pleasure in a 39.59 %. And the other part said they do it for enrich their vocabulary and this is the highest percentage (43.76). On the contrary, the other part (10.42 %) said they read only doing homework assignments. Finally, the 2.08 % assumed they read for other things.

**How do you evaluate your English listening skill?
Where do you hear English the most?**

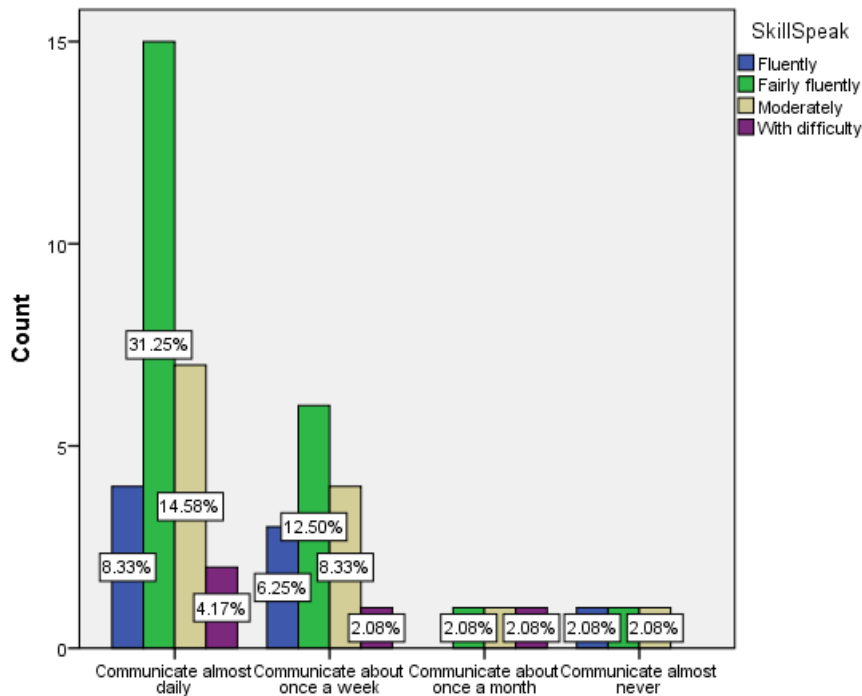
		Listening Skill				Total
		Fluently	Fairly fluently	Moderately	With difficulty	
Hear English	In school	11	17	11	4	43
	Workplace	1	0	0	1	2
	At home	2	1	0	0	3
Total		14	18	11	5	48



The graphic above shows that students listen to English the most in the school (81.26 %). On the other side, students who are working are the only ones that said they listen to the language in their workplace, (4.16 %). Finally, the 2.08 % shows that there are students who listen to English at home.

**How do you evaluate your English speaking skill?
Why is the reason you use English for?**

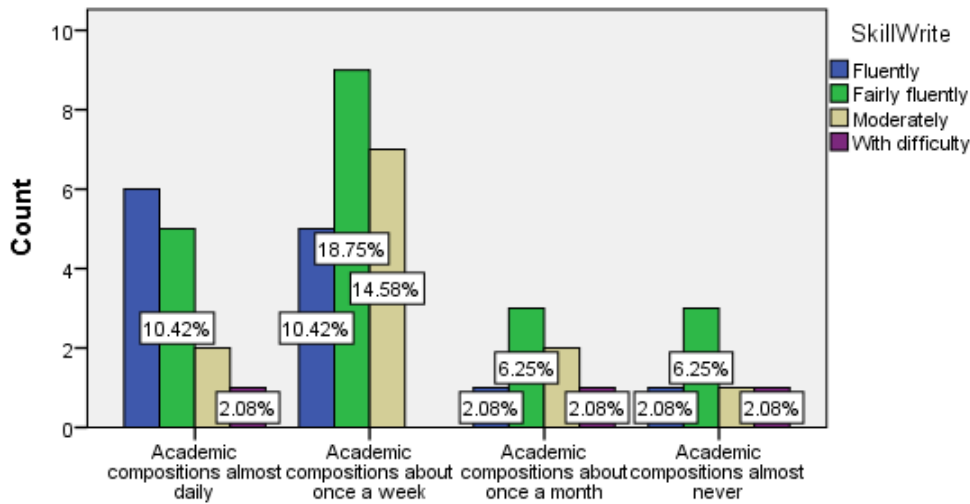
		Speaking skill				Total
		Fluently	Fairly fluently	Moderately	With difficulty	
Reason for using English	Communicate almost daily	4	15	7	2	28
	Communicate about once a week	3	6	4	1	14
	Communicate about once a month	0	1	1	1	3
	Communicate almost never	1	1	1	0	3
Total		8	23	13	4	48



Taking into consideration what students said at the moment of being asked about why they use their English for, this is one of the main reasons they do so. The 58.33 % of them agreed that they use English for communicating almost daily having a fairly fluently level. On the other hand, the 29.16 % said they use their English for communicating about once a week. Finally, with a little percentage (4.16 %) the respondents said they communicate in English about once a month or almost never.

**How do you evaluate your English writing skill?
Outside the classroom, how often do you write in English?**

		Writing skill				Total
		Fluently	Fairly fluently	Moderately	With difficulty	
Writing English outside	Academic compositions almost daily	6	5	2	1	14
	Academic compositions about once a week	5	9	7	0	21
	Academic compositions about once a month	1	3	2	1	7
	Academic compositions almost never	1	3	1	1	6
	Total	13	20	12	3	48

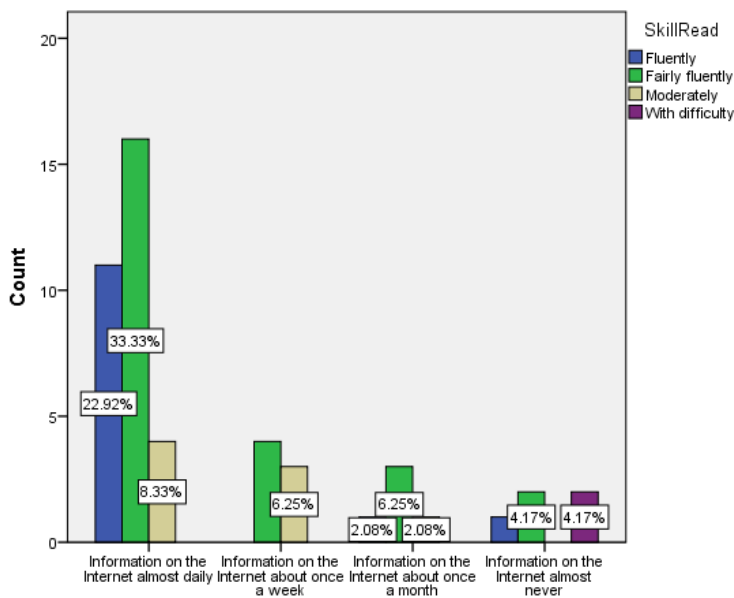


The graphic above shows how students evaluate their own writings. 12.50 % of the students said they write academic compositions almost daily. Following by the 43.75 % , they show that they write academic compositions about once a week. The rest of students agreed that they write about once a month or almost never in a 10.41 % each of them. So it can be said that students write more during the week.

How do you evaluate your English reading skill?

Outside the classroom, how often do you read in English?

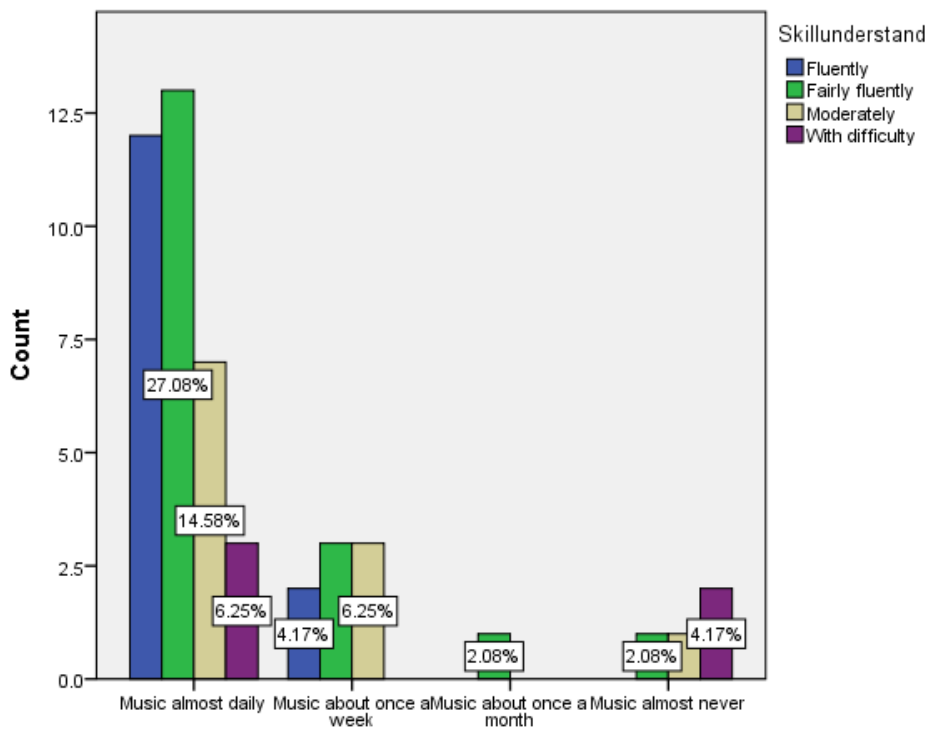
		Reading skill				Total
		Fluently	Fairly fluently	Moderately	With difficulty	
Reading English outside	Information on the Internet almost daily	11	16	4	0	31
	Information on the Internet about once a week	0	4	3	0	7
	Information on the Internet about once a month	1	3	1	0	5
	Information on the Internet almost never	1	2	0	2	5
	Total	13	25	8	2	48



Based on this graphic, the results show a high level of investigation on internet. The majority of the asked people (64.58 %) agreed that they read information on the internet almost daily. That means they prefer to use this source instead of reading any other material such as books. The 6.25 % said they read on internet about once a week. On the other hand, the 10.41 % said that they read on internet about once a month and the last percentage (8.34 %) said they almost never make use of this.

**How do you evaluate your English listening skill?
Outside the classroom, how often do you listen to English?**

		Listening skill				Total
		Fluently	Fairly fluently	Moderately	With difficulty	
Listening to English outside	Music almost daily	12	13	7	3	35
	Music about once a week	2	3	3	0	8
	Music about once a month	0	1	0	0	1
	Music almost never	0	1	1	2	4
Total		14	18	11	5	48



According to this graphic, it can be said that students evaluate high their listening skill. One of the main activities they do in order to improve it is listening to music almost daily (47.91 %). There is also another percentage 10.42 % which said that they listen to music about once a week. However, the 2.08 % agreed they listen to about once a month and the 6.25 % of them said they listen to music almost never.

SUMMARY

After having analyzed the results, it is essential to give a short examination on how the students answered in this investigation. In this way, the following lines will summarize the information gotten in the questionnaire. To begin with, even though most of the interviewed students were female, the difference among them is quite a little. At the same time, almost all of the participants are studying their second year in the English teaching major presenting a GPA from 8.00 to 8.5.

Students who use English outside the classroom know that the practice makes perfect. Based on this statement, the outcomes show that the relationship between the practice vs. the performance of the language is related. This can be proven when they were asked about the benefits gotten after practicing English outside the classroom. Moreover, when it comes to skills, students were asked to classify or specify the frequency they practice some specific activities such as listening to music, reading a book, speaking with an English speaker and writing pieces of literature. Therefore, the next lines are going to summarize how they work on each skill.

➤ *SPEAKING*

It seems to be that speaking is the highest skill to be mastered since it takes time and effort to be developed with an appropriate level of fluency. It becomes a challenge to develop it in an easy way due to the fact that the students do not interact in an English environment. Thus, the best way to manage another language is to speak it. In this way, the results gotten describe that students from the FLD are aware of this and they are doing such a thing. The activities they get involved in with their classmates and fellows allow them to build up a scenario in which they have the chance to apply

what it has been learned; they can also test themselves not only in the macro but in the micro skills as well. As a result, it can be stated the students revealed that: they speak English to communicate with their fellow at university with the idea of improving the language and being better at their studies. Also, speaking of the chances the students take to use the language can be translated into using the language almost daily. They do so throughout the implementation of activities such as speaking with fellow classmates, co-workers and any other person who manages the language. However, when referring about the language they use when their classmates address to them in Spanish, students replied by saying they do use their mother tongue or they use both languages, instead.

➤ *LISTENING*

Researches show that 45% of people's time is spent on listening and they listen more than speak. In this way, if this skill is used in a proper way a person can master the communicative ability. Hence, the interviewed students from the FLD know this by heart and they consider themselves as good listeners. Due to they are in their second year of the major and up to this point they seem to have acquired the appropriate level they should have in this moment. Thus, the results bring out that students develop the listening skill the most by listening to fellows and teachers at university. They consider themselves as fairly fluently listeners with an intermediate level. The activities students implement in order to improve this skill start with the simple act of listening to music, watching subtitles films or television programs, talk shows and others. Listening to music seems to be their favorite activity because they do so almost daily. As number

two it would be listening to audio books once a week. At the bottom, the least practiced activities are subtitles films and talk shows practicing by them almost never.

➤ *READING*

There are several notable findings from the reading section to mention. The least popular reading materials seem to be newspapers, literature and comics. On the other hand, magazines and information in general (emails, text messages, academic composition, etc) are the types of reading students get engaged with the most. The main source of reading interest in English for students is found on the internet. They spend time reading online material almost daily and they read English and Spanish resources with the same level of frequency. Something remarkable to state is the reason that motivates students to read, they mentioned that they read in order to enrich their vocabulary and for pleasure. As a result, online reading improves their reading proficiencies based on their responses. Computers and the internet play a massive role in the exposure to English outside the classroom, they provides an endless number of resources and materials.

➤ *WRITING*

Writing is a complement to speech or spoken language, which relies on many of the same structures as speech, such as vocabulary and grammar. Nowadays, it seems that writing is a form of technology since everything can be done right there. This is something students are aware of given that the results found in this investigation show

that they are learning the language through this tool. Thus, at the moment of being asked about what they do in order to improve their writing skill, they ended up saying that they learn English via Internet. It is necessary to highlight though that the majority said they do learn from books instead. In the same way, the outcomes drew that whenever they do not know a word they go immediately to the online resource and look for the meaning on it. Simultaneously, they consider themselves as good writers having acquired a fairly fluently level in this skill so far. Nevertheless, when putting into practice this skill, they established that the two activities they do are writing e-mails and compositions. The former is practiced almost every day but the other one just once a week. At the same time, they consider chatting a way to improve their skill as well. All together, most of them agreed that by practicing the writing skill they do better in their written exams. Finally, the million dollar question about what language is used when their peers address to them in a written form (chat) in the mother tongue, they replied firmly with Spanish followed by both languages that means English and Spanish.

IX. FINDINGS

A. HYPOTHESES' TEST

- An outstanding performance of English is closely related to the use of language outside the class.

Since the very beginning of this descriptive and qualitative study it was the intention to obtain insight and understanding in respect of how the practice of the language outside the classroom may improve students' performances that is why the first hypothesis intended to prove that there is a strong connection. The results obtained after this long process of the research project provided a series of important data that help confirm what was stated in this first hypothesis. Students' responses agreed that if they are exposed to an environment that invites them to speak, use or practice English, they will inevitably immerse and get involved with. English is more used in the English Language Department and it is by far the first place where they can interact in English almost every day. When it comes to the frequency of using English, student's responses showed that they use the language almost always but they emphasized they do that just when it is needed or when they have the chance to do it. Supporting this result, the students affirmed that they use the language to study almost daily with classmates and teachers. The constant use of the language on the internet and outside the classroom provides a series of improvement in the students' language skills such as a better pronunciation, understanding when they listen or read in English. Based on these results the first hypothesis proved this relationship between the use of English and the performance.

- Practicing English outside the classroom provides more chances of developing fluency.

“Language may refer either to the specifically human capacity for acquiring and using complex systems of communication or to a specific instance of such a system of complex communication” The finding showed that the participants showed some consciousness toward the impact of the use and the performance in the learning process. They assured that if they speak English as much as possible not only will develop fluency but also a series of positive outcome in other areas like reading, listening and writing. The opportunity of developing fluency comes as a result of different factors such as: having the chances to use the language at any context at any time and spending time learning English by themselves through the use of all the resources they have in their hands like internet, movies, and music.

Null Hypothesis:

- Using English outside the class is not related to the speaker’s performance.

This hypothesis is completely wrong based on the facts motioned before.

B. ANSWERS TO THE RESEARCH QUESTIONS

- *What are the benefits the students from the FLD have gotten in their major after having practiced the language outside the classroom?*

According to the results of the investigation; students practice English outside the classroom mostly in the campus of university. The outcomes show that the use of English outside the classroom is very important and influences in the general performance of the students in a positive way. They have realized that after practicing it, they not only obtain benefits in the improvement of their abilities such: speaking, listening, reading and writing but also, they improve fluency, understanding, and pronunciation which help learners to be better in the learning process. Besides, the time spent learning English is clearly related to the level of English the students considered they have. The results show that the students who do practice the language outside the classroom have an intermediate level of English and consider that the practice is related to their performance. In other words, the activities they are doing such as reading on line, listening to music, doing their tasks and speaking the language, at least in their time at university, have helped them to achieve the level they have so far.

- *Through which specific activities have students been able to improve their language skills outside the classroom?*

Certainly the learning of a new language might be easy for some but difficult for others. Some learners seem to have more complications to manage it due to different situations such as the lack of means in which they can improve the skills to accomplish the right level of English. Through many types of media, such as film, music and the internet, learners are exposed to the English language on a daily

basis. Several researchers have discovered how media can function as a source and motivational tool for informal L2 acquisition learning. Television, music, chatting and seeking information on the internet all contribute to exposing pupils to the English language since a vast amount is communicated in English. As previously mentioned above, the aimed participants practice these sorts of activities in order to get better in English. At the same time, it is important to highlight that the amount of time students spend doing such activities is considerably acceptable since they get access to most of the resources and get in contact to the language almost daily.

- *How do students identify if the activities done outside the classroom are bringing benefits to their acquisition of the language?*

The results of this research show that the participants get benefits out of practicing the language due to the fact that they practice it throughout different types of activities. All of the students ended up saying that they consider themselves with a fairly fluent level in all the macro skills. They are all conscious about the improvement of the skills whenever they practice the language. This is based on the responses given when they were asked about the relationship between the practice and the performance. Therefore, it can be said that the saying “the more you practice the better you become” applies in this situation. In addition to this, in their answers they claimed that if they practice, they get good results in written exams. At the same time, they know that if they read, the vocabulary will increase, eventually. Finally, they concluded saying that their use of the language is directly for communicating. Thus, they speak daily in order to become English speakers.

C. MOST OUTSTANDING FINDINGS

Based on the research results, English is the most spoken language in the Foreign Language Department and it is used every day by the students with their teachers, classmates and friends. By doing this, students place themselves in a fairly fluent level of the language; also, they are conscious about the different activities that allow them move forward in their learning process. For instance, it is noticeable that the average of their GPA was from 8.0 to 8.5 and this matches with the level of English the students have gotten so far.

However, it came as a surprise that in the survey results the students assured that when their peers address to them in Spanish, they answer back in the same language. Nevertheless, it had been expected that they use English as much as possible in any context or situation. It could see from the participants that there are specific sources that are of their interest such as using Internet and listening to music. This sustains what it could get in the piloting when it comes to the types of activities students get involved the most.

When it refers to speak English outside the classroom it is disappointing that students do not have the confidence to communicate in English in real life situations and it seems little worried as they do not get much in the way of real speaking practice of the language. This is contradictive because in the questionnaire they mentioned that they use English for communicating, though. Finally, the purpose of the investigation is only to describe all the variables and the relation they have with the use of English outside the classroom.

X. CONCLUSIONS

Practicing the target language in different contexts certainly impacts the quality and performance of second language users. This assumption was drawn at the beginning of the research and with hard work, constant effort, meticulous analysis and with the use of the scientific method as a guide; it can finally conclude that the above assumption is totally true. All along the process, it was revealed that there is an intrinsic relationship between actively getting involved (practicing) in the learning of English and the final product (performance) that a person may offer in both: school and their own workplace contexts. That is, the statistical analysis proved that the more you practice English the better it gets –in all of its macro skills. - This can be clearly seen when the Grade Point Average results reflects that the habits and practices students have in relationship to the English language.

On the other hand and taking the information formerly exposed as reference, it becomes necessary to look for different strategies and activities to get students involved in their own learning through constant practice and arduous training of their own language skills; of course, this action has to be developed not only in classrooms but in different settings and environments as well. This activity has to be undertaken and conducted not only by the authorities of the foreign language department, but also students and the instruction and guidance of professors at the English department. The responsibility, though, does not totally rely on teachers, based on that the teaching-learning process is made up of the three agents mentioned above. The study also revealed that students know that “practice makes perfect” and that they are the ones in charge of improving their own performance. However, even when the study exposed

that scholars are the ones who have what it takes to put all of their knowledge into practice wherever they are and whoever they are with, sadly, they do not usually do so.

In addition to this, it had been expected that there would be a strong relationship between the practice of English and the students' performances. The results shows that implemented activities such as reading books on line or listening English music engage students more in the learning process. However, the frequency students do these academic activities (projects, homework, literature reports, etc.) is not enough. Moreover, it is the teacher, who has the responsibility to control and assign tasks which evoke the use of the language for a longer period of time, not just in the classroom. Additionally, students have a major role when it comes to the use of English outside the classroom; they are the one who choose not to use the language when they have the opportunity due to a lack of interest or they rather use their mother tongue instead of English.

Another aspect to highlight is that the students are conscious about the great impact among the use of the language and their performances. A considerable number of participants implement and use English with their friends and peers. Besides, Internet has become the number one source where they can interact in English. In this way, it would be a good idea to make use of this resource as much as possible in order to keep on improving the language.

Finally, expectations of teachers and learners are other important factors related to the use of the English outside the classroom. Both teachers and learners have expectations about the content and method of English as second language. When

content, materials and teaching methods conform to the expectations of the learners, they may feel motivated, they may enjoy their learning, and the learning achievement may also be high. In other words, when teachers and students' expectations are congruent or, at least, close, language learning would be easier and the learners may experience better progress. If the teachers and students' expectations are diverse, they may constitute barriers to teaching and learning. If teachers keep a record of every single improvement they see on their students this will help them to have a better angle of what their students are capable of.

It is worth noting that recent studies find that the academic performance of ESL students greatly improves when teachers have high expectations for their students, get to know students, engage with students in meaningful and genuine ways, and follow a curriculum that is culturally relevant to the lives of students.

XI. RECOMMENDATIONS

After having done the investigation, it is necessary to provide recommendations to all the ones involved directly or indirectly in the project in order to try to help out the problematic that was investigated. For this reason, the lines that are going to be presented ahead will show how the researchers who worked on the project “Benefits for Students of the Bachelor in English Teaching out of practicing English outside the classroom at the Foreign Language Department of the University of El Salvador, year 2014” consider important in order to give continuity to the situation presented here in order to get better results in this teaching-learning process that the FLD develops.

FOR THE FOREIGN LANGUAGE DEPARTMENT

- Authorities must provide the teachers with the necessary means such as projector, wifi, materials among others in order to carry out a better teaching process.
- Evaluation processes should be applied to students and teachers in order to check if teachers are not only demonstrating the use of the language but giving feedback inside and outside the classroom.
- Keeping on sticking invitations in which students can be participants of different activities such as movies, webinars and others.
- The head of the department together with teachers should resume the implementation of conversations clubs once a week, so that students have the chances to apply what it has been learned.
- Carrying out a coffee-hour monthly can be a good idea to get students together. On it, they can spend an hour drinking a cup of coffee and sharing experiences

with peers and/or any foreigners can also be invited. The requirement to be part of it can be to use the language.

FOR TEACHERS

- Teachers should not allow students speak in their mother tongue neither in nor out of classrooms as a guarantee of an improvement of their new Language. Policies should be designed in order to motivate and force students to get out of their comfort zone and try to use English. They can also, stick charts on the walls outside the classroom with rules or advice.
- It can be suggested to teachers that in order to promote a good interaction among them and their students, they should create a blog, where all students can share their personal information, opinions about the class, likes, dislikes and personal anecdotes about specific topics. Every day, teachers can spend some minutes discussing their points of view and so on; this might create more confidence among them.
- An increasing classroom-talking time should be applied in order to provide the pupils with more opportunities to use the language.
- Teachers could praise students when they are listened to speaking English outside the classroom. It must be gratified so that they can feel they are doing a good job.
- Invite all the teachers who work in the language department to encourage and develop their conversation in English, even though they are small talks like

asking the time, the weather, etc. Of course, more practice needs to be addressed by the teachers when students are studying the first or second year.

- Due to teachers serve as a mediator, using the language to support students' learning within a social relationship is their duty. For this reason, they have to use a non-Spanish environment in and outside the FLD. In this way, whenever the students want to address to them, they speak English so that they feel forced to use the language and improve it without realizing in a way.
- According to Wood, Bruner, & Ross, (1976), "if learning is assisted or well scaffolded students can accomplish tasks and achieve learning that they would not be able to do on their own". This means, teachers are the ones who have to guide and teach or re-teach ways of studies such as habits in which they can improve their skills. To sum up, they should provide ideas on how the management of the language can be acquired.

FOR STUDENTS

- Because of students are aware on the importance of practicing the language, they should do their best and take advantage of the different opportunities and moments in which they can apply the topics by speaking as much as possible in English.
- As responsible of their own learning, students should organize themselves and help each other in order not to use the mother tongue at least all the time they spend at university since is in there in which they have more opportunities to practice.

- For those students who have difficulties with foreign language learning it would be a good idea to learn phrases for conversations, discuss interesting topics and talk to someone in English in order to increase their level of competence.
- In order to improve their level of English (listening skill), it is recommended to watch videos and listen to programs such as talk shows, interviews and news more often.
- Students must take an active role since the very beginning of the major so that when their skills are evaluated they can demonstrate the effort that has been done.
- Students might get involved in different activities that the FLD provides.

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ANNEXES

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



UNDERGRADUATE RESEARCH PROPOSAL:

“BENEFITS FOR STUDENTS FO THE BACHELOR IN ENGLISH TEACHING OUT OF PRACTICING ENGLISH OUTSIDE THE CLASSROOM AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, YEAR 2014”

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MAIN CAMPUS, JUNE 16TH, 2014

I. INTRODUCTION

Certainly, it is known by any Second Language learner speaker how important is the practice of the language studied in order to develop all the skills required for the progress of it. As it might be logical this is not something unknown either for the students and teachers from the FLD since they are all aware of the necessity of this issue. In that sense, in this research it intends to analyze and investigate this topic; therefore, the area to be researched will be “Benefits for Students of the Bachelor in English Teaching out of practicing English outside the classroom at the Foreign Language Department of the University of El Salvador, Year 2014”

This investigation pursues to highlight how the practice of English is linked to the development of the language; therefore, it is going to be focused on how the students' practice outside the classroom is connected with their performance. Also, it is important to mention that it is going to be tutored by Licenciado Alex Landaverde who is going to provide his knowledge and experience in the research area to support the team. Besides that, the researchers are going to present it through different stages that will be developed for almost a year. Through the time the group is going to administer a survey to a certain percentage of students of the Foreign Language Department in order to prove what has been stated from the beginning of the research.

Finally, it hopes that all the research can draw the results in which it is going to prove what it had been said by the Empiricists who have stressed how the role of experience and control by environmental factors are interrelated (Chomsky:1972).

II. RESEARCH PROPOSAL

Each English Second Language learner is aware of the importance of the benefits gotten after practicing the language. Due to the time in classes is not enough for doing such students' task, it is necessary for them to look for ways to practice English in another contexts or scenarios that provide them with what it takes to develop their skills. For this reason, the researcher team has decided to focus on working in this issue. In this way, the topic to be analyzed and work on is going to be "Benefits for Students of the Bachelor in English Teaching out of practicing English outside the classroom at the Foreign Language Department of the University of El Salvador, Semester I, 2014"

RESEARCH QUESTIONS

- What are the benefits the students from the FLD have gotten so far in their major after having practiced the language outside the classroom?
- Through which specific activities have students been able to improve their language skills outside the classroom?
- How do students identify if the activities done outside the classroom are bringing benefits to their acquisition of the language?

III. OBJECTIVES

General:

To establish the benefits the students from the FLD of third year have gotten so far in their major after using English outside the classroom.

Specifics:

- To identify how their language skills have been improved after practicing English outside the class.

- To explain how the simple act of using the target language outside the classroom can have an impact on the overall performance of learners.

- To describe what sort of activities are applied by students and their benefits.

IV. JUSTIFICATION

Research in Second Language Acquisition indicates that using English outside the classroom is an important part of the language learning process. However, our reality describes a different picture; the amount of the students who practice or use the L2 is seems to be very low. That is why it was considered that it is important to identify all the benefits students will get by stepping out of their comfort zone and use the language they are learning beyond their classroom. This research attempts to study students from the Foreign Language Department of the University of El Salvador who will be attending the third year of their major.

As students, the researchers know by firsthand that using the language everywhere provides positive results in the performance. Any time a person has the chance to talk with friends and apply peer corrections or share new vocabulary as a way to learn by themselves, it might be considered more relevant what most of the students will learn in a regular classroom. There are many things that student will not learn at school, not because they are not included in the syllabus but because there are some topics or knowledge it will only be learnt in the everyday life.

The literature that will provide the team to lead the research will be different articles related to the topics, previous studies and the experience students will share with the researchers. The team will get access to different sources such as online libraries, classroom, teachers and students. Consequently the study will take place in the Foreign Language Department at the University of El Salvador.

The purpose of the investigation is to gain a more detailed understanding of the various types of English exposure students get involved with outside the classroom and how this simple practice will provide long term benefits in their performance. In addition to, this study will contribute to explain the benefits ESL learners can get by practicing English out of the classroom. Besides, the results will provide and explain the variety of techniques; activities and strategies students develop consciously and unconsciously over the years. These findings can be shared with the teachers and students from FLD.

V. METHODOLOGY

RESEARCH APPROACH:

Because of the research focus on students' behaviors, Qualitative Approach fulfills and fits properly to the investigation. This approach aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative approach investigates the why and how of decision making, not just what, where, when. Therefore, smaller but focused samples, the kind of population the researchers intends to investigate, are more often needed than large samples. This approach will provide information only on our particular study, and any more general conclusions will be only propositions.

TYPE OF STUDY:

In each research it is important to establish what sort of study is going to be carried out. Here, it pretends to apply a descriptive study since this one is usually concerned with describing a population with respect to important variables. Descriptive studies search to specify important properties of people, groups, communities or any phenomenon that is submitted to analysis (Dankhe, 1986). They measure or evaluate dispersed aspects, dimensions or components of the phenomenon or phenomena to be researched. From a scientific point of view, describing is measuring. That is to say that a descriptive study selects a series of matters and measures each one of them independently, in that way it measures what is being researched. Therefore, since the topic is the benefits the students get after practicing outside a classroom, it is necessary to mention that it is going to describe how this practice is measured related with the performance and all together with the benefits gotten out of it.

RESEARCH DESIGN

The design to be applied to analyze the purpose, the nature, the use and the applications of this project is going to be "the non-experimental" since during this design

the investigators can observe phenomena as given in its natural context, and then analyze them. The subjects are observed in their reality. The participants are exposed to their real environment so data cannot be manipulated; on the contrary, it is just going to be observed only because the situations already happened. At the same time, in this type of research, data is collected in just one moment, in a unique time. Its purpose is to describe variables and to analyze their incidence in a specific moment on the time. All in all, a Transactional Correlational design has as objective to describe relationships between two or more variables in a determined moment. Descriptions are also given but not of individual variable, but of their relationships. Thus, it analyzes aspects, dimensions or components of the phenomenon or phenomena to be researched. Besides, descriptions are also given but not of individual variable, but of their relationships. Finally, it is necessary to highlight that the two variables are going to be analyzed in order to know the relationship they both have between them and how they are interrelated.

POPULATION AND SAMPLE

Due to the relatively big scope of our population the parameters have been limited and concentrated on students who will be taking “English Advanced I” in semester II/2014. The aim is to establish the benefits the students have gotten so far in their major after using English outside the classroom.

It was decided to conduct the studies at the Foreign Language Department of the University of El Salvador. The students selected for our studies will be a sample of 48 students. The findings and results will be reliable and significant based on this amount of students.

RESEARCH TECHNIQUE/INSTRUMENT

Given that a research technique is the way in which the investigation is going to be measured and the purpose of it is to obtain information about a specific subject, the instrument to be applied will be a survey. This one will be used to gauge some quality or

ability of the subjects to be analyzed. Thus, it can be said that, this survey intends to analyze how the practice of English outside the classroom benefits their skills. This instrument will be made up of the necessary questions that are going to let the researchers know if the students get any benefits for putting into practice their knowledge outside the classes.

VII. RESOURCES

HUMANS

The project is going to be carried out by three students from the FLD who have already completed the English major. As a result, they are prepared for doing such as investigation with the hand of a Professor from the Department as well. They will develop the research during semester I and II year 2014. In it, they will complete the different stages that are necessary in order to accomplish a research project. The advisor who is going to be working with the group will be Lic. Alexander Landaverde. He, together with the researchers, will work on the project once a week; besides, they will keep in touch through the different available media. The advisory meetings will take place in the FLD, specifically in the teacher's desk. It is important to highlight the students' participation which will provide the researchers with the information they need in order to do the study.

MATERIALS

Upon working with the traditional materials such as books, articles, among others, it is planned to include online data, research papers and others. An instrument will be administered in order to collect the essential data that will help the researchers to prove their hypotheses. Also, photocopies about literature and any other important paper material will be made to support the investigation. At the same time, a digital program called SPSS "Statistical Package for the Social Sciences" will help the researchers to analyze the collected data taken out of the survey.

BUDGET

As every project, this one also requires an amount of money that will help the researchers to do the task. Firstly, photocopies for getting the data are going to be made through out the first stage. Second of all, it cannot be denied that in order that the investigation happens, the researchers need to transport from their homes to the meeting place; besides, food and other expenses that are required in order to fulfill it.

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