

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



**THE IMPORTANCE OF USING VARIETY OF SPEAKING
ACTIVITIES TO TRIGGER ADVANCE ENGLISH I STUDENTS'
PARTICIPATION AT THE DEPARTMENT OF FOREIGN
LANGUAGES, UNIVERSITY OF EL SALVADOR, YEAR 2014**

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BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING

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INTRODUCTION

Through the years, the concept “EFL” has gained a lot of importance around the world since English has become the business of official language. The number of English learners is increasing constantly and the need of new methodologies and activities as well. But, one of the most challenging factors teachers are dealing with nowadays is the participation of students in the speaking activities. The participation in English classes seems to be lower as they should be.

Some factors have been considered to be the cause of the low participation. However, there are some aspects to take into account, such as: students’ desire, and teachers’ motivation and teachers’ methodology that would undoubtedly help to increase the participation. These three main factors appear to be the key to generate possible solutions to the phenomenon of the low students ‘participation.

This research pretends to find some of the reasons why this phenomenon occurs in the Advanced English I classes of the Foreign Language Department. It also pretends to provide some insights to help the teachers identify which activities that are being used the most, identify the speaking activities that students prefer, dislike or the ones they would like to be implemented in the class.

**The Importance of Using Variety of Speaking Activities to Trigger
Advanced Intensive English I Students 'Participation at the Department
of Foreign Languages, University of El Salvador, year 2014**

I. STATEMENT OF THE PROBLEM

I. STATEMENT OF THE PROBLEM

A. HISTORICAL FRAMEWORK

Currently, English has gained a worldwide importance. It has become one of the most spoken languages around the world and most people have started to enroll in learning English. Thence, two basic concepts of learning English arose. These concepts are ESL (English as a Second Language) and EFL (English as a Foreign Language). These concepts are used in different countries where the English Language is important. These countries are called ESL countries and EFL countries.

According to Fernandez (2012), ESL countries are nations where the medium of instruction in education and government is in English, although English may not be the native language. On the other hand, EFL countries do not use English as a medium of instruction but English is taught in schools.

ESL is a relatively new concept, with a somewhat short history of only 300 years. The concept of ESL began when English started to become the common language spoken in business. However, it took a few hundred years for the language acquisition process to be formalized. EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students.

THE BEGINNING OF TEACHING ENGLISH

Finding an effective way to teach English became a concern for the British, who needed to communicate with other governments, colonies and businesses, particularly in the 15th to 17th centuries, when the British Empire was expanding. The solution they found was to bring tutors to those who were upper-class government officials and use the same method as classical Latin and Greek were taught, using translation and rote memorization of vocabulary. These English classes were also focused on British politics, theory and religious beliefs. The idea was to integrate the supposed superior British education into other cultures, allowing the local people to govern themselves, but with British causes and interests in mind.

As technology improved and people began to migrate to the United States, this country had an influential role in English acquisition. Immigrants from all over the world came to the United States because of the abundance of work. However, most immigrants lived in communities in large cities and found little need to learn English. Schools integrated bilingual classes and instruction in foreign languages. With this, other countries started to apply the English teaching in their curricula. These triggered people's interest in learning English.

Since that moment on, many schools started to teach English as a Foreign Language, developing the four skills (writing, speaking, reading and listening). But, Teaching Communication was not a significant aspect in TEFL. Communication skills have been discussed by many authors as Swan (1985), Pattison (1987), Clark (1987), Morrow

(1987), Terrel (1991), Brumfit (1984), Candlin (1987), Sheils (1995) in various aspects and contexts. Free production or real world communication are still a problematic issue for many teachers around the world since participation of students is not that accurate and usual in English classrooms.

Hedge (1988) says that if teachers took old books to look for speaking activities, they would find nothing of relevance because the activities that were most offered in those books were reading and writing activities. But, currently there is plenty of English speaking activities which can make students actively participate and develop the language.

B. DESCRIPTION OF THE PROBLEM

The following research is intended to provide information about The Importance of Using Variety of Speaking Activities to Trigger Advance English I Students' Participation at the Department of Foreign Languages, University of El Salvador, year 2014. "Commonly, students show to be afraid of speaking English in the classroom" (Brown, 2007). This is due to the fact that they may lack of vocabulary; they may feel afraid of making mistakes; and students' linguistic problems may affect their participation. Therefore, the research was carried out to know the background of the teaching English as a foreign language. To gather the information, several sources such as books, articles, and magazines, were read, studied, and cited. The information gathered aimed to structure the theoretical framework. Based on the theory, it was found that what triggers students' participation level depends on the following aspects: intrinsic and extrinsic motivation, variety in the activities, and teachers' methodology. Even though, the information presented above is based on what

experts say about the topic, further research needs to be done to prove if Advanced English I students are facing these problem regarding the participation in the speaking activities.

C. OBJECTIVES

A. GENERAL OBJECTIVE

- ❖ To determine the frequency in which speaking activities are applied in order to trigger students' participation

B. SPECIFIC OBJECTIVES

- ❖ To identify the most used speaking activities that enhances students' participation
- ❖ To elicit students' perception/opinions of speaking activities teachers use in the English classes
- ❖ To find out if students are willing to participate or if they are forced to do it

D. RESEARCH QUESTIONS

- ❖ How often are speaking activities implemented in the English classes to trigger students' participation?

- ❖ What are the speaking activities used the most in the English classes that enhances students' participation?

- ❖ What are students' perception/opinions about the speaking activities that the teachers used in the English classes?

- ❖ What is the students' attitude in regards of their participation in the speaking activities?

E. JUSTIFICATION

This research project is intended to describe two important aspects in regards of the developing of the speaking skill. One of those aspects is the importance of using variety of speaking activities in the English classes and the second aspect is the effect of using variety of speaking activities to trigger students' participation. Based on those two aspects, it can be stated that the independent variable is the use of variety of speaking activities and the dependent variable to trigger students' participation.

The information gathered was studied, analyzed and tabulated to obtain the findings. With the findings, the insights were generated to know which activities are used in the English classes, which ones are used the most by teachers, and which ones are more effective to develop students' speaking skill. This will help teachers identify which activities can be used the most so that students develop or improve their speaking skill. Also, this will help identify the speaking activities that students prefer, dislike or the ones they would like to be implemented in the class. According to Cervantes (2009), students are interested in the methods, strategies and techniques that the teacher is going to use in the class. This will also help teachers replace or improve all of the activities that so far have been used the English classes, but they have not achieved the objective set in the lesson plan.

F. DELIMITATION OF THE PROBLEM

This research is focused on Advanced English I students' class participation in the development of variety of speaking activities in the English classes from the University of El Salvador, School of Arts and Sciences, in the Foreign Languages Department, carried out in semester II-2014.

II. THEORETICAL FRAMEWORK

II. THEORETICAL FRAMEWORK

According to some experts like Swam (1985) & Pattison (1987), the most demanding skill for a teacher to teach is, undoubtedly, speaking. So, to motivate students in an EFL context, teachers should include many activities and strategies that attract students' attention and make them interested in the lesson.

The variety of speaking activities undoubtedly plays an important part in the development of the speaking skill. By using speaking activities, students have the opportunity to practice what they have learned. However, this is more effective when teachers vary the type of speaking activities. Richards (2006) classifies the activities by their qualities, characteristics and distinctions: All of these aspects have to be considered in order to have a meaningful learning. A meaningful learning can be observed when students achieve the two qualities which are fluency and accuracy. This can also be seen when students are able to produce the language without sounding mechanical. Therefore, it can be considered that fluency and accuracy are two main and important aspects that determine the effectiveness of speaking activities.

“Fluency is developed by creating classroom activities where students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdown. On the other hand, accuracy is focused on creating correct examples of language use”. Richards (2006) classified the differences between activities focus on fluency and activities focus on accuracy:

Activities focus on fluency

- Reflect natural use of language
- Focus on achieving communication
- Require meaningful use of language
- Require to use communication strategies
- Produce language that may not be predictable.
- Seek to link language use to context

Activities focus on accuracy

- Reflect classroom use of language
- Focus on the formation of correct examples of language
- Practice language out of context
- Practice small samples of language
- Do not require meaningful communication
- Control choice of language (p.14)

The communicative activities or speaking activities are classified by characteristic such as mechanical, meaningful and communicative practice. The first characteristic refers to controlled practice activities which the students can successfully develop without necessary understanding. The common activities that can be considered as mechanical practice are for example “repetition drills and substitution drills.” Those activities have been used in schools, in which teachers keep on doing the traditional approach which is focus on grammar rules and structures. The second characteristic is meaningful practice that refers to activities where the language control is still provided but the students are required to make meaningful choices. Also, students apply their knowledge in a real context. The last characteristic is communicative practice that refers to activities where real communicative context and real information is exchanged; it is used to develop the language and the language is not predictable.

The distinctions of communicative activities were proposed by Richards (2006). He stated that there are two distinctions about the communicative activities. There are functional communication activities and social interactional activities. The functional communication activities require the students to use the language resources to overcome an interaction gap or solve a problem. The social interactional activities require the learner to pay attention to the context and roles of the people involved and to attend to such things as formal versus informal language. Richards (2006) classified the activities as follows:

Information gap activities

This refers to the fact that in real communication people normally communicate in order to get information they do not possess

- Looks for difference in a picture, role-plays in pair asking for information about departures, times, prices, etc.

Jigsaw activities

Jigsaw activities have the similar characteristics of information gap but with the difference that jigsaw activities the class must fit pieces to complete the whole.

- Activities that require the students put the entire story together or arrange a conversation that they have listened.

Task competition activities

These activities focus on using one's language resources to complete a task

- Puzzles, games map-reading, etc.

Information gathering activities

These activities require students to use their linguistic resources to collect information.

- Students-conducted surveys, interviews, etc.

Opinion sharing activities

In this type of activities, students compare values, opinions or beliefs.

- Ranking task, check list of likes and dislikes discussion, debates, etc.

Information transfer activities

These activities require the learners to take information that is presented in one form, and represent it in a different form.

- Students read information about a subject and then the students represent it as a graph.

Reasoning-gap activities

In this type of activities, the learners give information through the process of inference and practical reasoning.

Role- plays

In this type of activities, students are assigned roles and improvised a scene. (p.19)

According to Mai (2011) there are four characteristics for successful speaking activities. First, the students talk a lot. Second, participation is even. Third, the motivation is high. Finally, language is of an acceptable level. All the activities before mention by Richards enclose those characteristic. However, the most common used in the FLD classroom are Role-plays, Dramas, Discussion, Debates, Dialogues, Games and others. Those activities also have the characteristics that allow the students learn and practice the language. The

participation is clearly observed in those kinds of activities and the students feel motivated to participate.

Also, as Khameis (2006) says that a superior teacher encourages his or her students to speak English as much as possible inside and outside the classroom. Some other experts also agree that speaking is perhaps the most demanding skill for the teacher. So, the selection of speaking activities, the use of many activities and the exposure of students to the language can trigger their motivation and allow them to practice and produce the language. She also says that the teacher should capture the students' attention through the variety of speaking activities and she presents a series of activities that capture the students' attention such as: songs, poems, chants, dramas, stories, games, Total Physical Response activities.

For Brown (2007a), an EFL teacher must encourage students to use language for social interaction in the classroom since this helps them acquire the language in more natural contexts. Besides, through interaction, students can build their own conversations, create meaning that they understand, and that supports and helps them. Therefore, the topics and the themes around which students learn language should capture their attention and encourage them to interact more with each other.

Brown (2007b), also states that new teachers in the field always want to answer to the question about if drilling is a legitimate part of the communicative language classroom. And the answer to Brown is a qualified yes. Brown assures that drills offer students an opportunity to learn and to orally repeat certain strings of language that may pose some

linguistic difficulty-either phonological or grammatical. Indeed, Brown states that drilling can help to establish certain psychomotor patterns (“to lose the tongue”) and associated selected grammatical forms with their appropriate contexts.

Some experts also state that to know students’ needs, styles, and learning preferences are some of the important aspects that teachers need to consider before planning a lesson. By doing this, participation levels will increase and the development of the lesson will be more successful. According to Richards and Bohlke (2011: 38) “what constitutes an effective lesson will depend on many factors, including the content of the lesson, the teachers’ teaching style, the students’ learning preferences, the class size, and the learners’ proficiency levels.” Planning a lesson not only means to see the content(s) that will be discussed and set and number of activities; but depends on some factors. Each factor plays an important role in developing not only well prepared lessons, but also in developing well prepared students.

It is very important for teacher to take into account every single student in the classroom when planning a lesson; since it is very well known that not all students work at the same pace. All the activities brought to the classroom have to be appropriate to students’ level and have to fulfill students’ needs. As Richards and Bohlke said that the content of the lesson is one of the main aspects that constitute an effective lesson. Students, as well as teachers, have their own style when learning. All teachers know that every student has their own learning style. Richards and Bohlke (2011) classified students as follows:

- Task-oriented students, highly competent and successful in completing tasks.
- Social students, personal interaction, and enjoy working with others.
- Dependent students need constant support to complete task.
- Phantom students, rarely initiate conversation or ask for help.
- Isolated students, set themselves apart from others.
- Alienated students, react against teaching and learning. (p. 28)

Richards and Bohlke (2011) also claimed that the class size is another important aspect to consider; as well as classroom arrangement. Those two aspects play an important in the development of the lesson. Here, it is very important to mention the whole-class teaching, individual work, and group work. Classroom arrangement develops students' participation levels. For instance, when asking students to work in pair, the teacher may ask a student who has a very high participation level and competence work with another who is reluctant or afraid of using the language. Another important aspect to take into account is that there are some teachers that work based on books that already have planned lessons. Do teacher have the chance to change or modified the activities that the book presents? The answer is yes. According to Richards and Bohlke (2011:36) a teacher may modified, delete or add content, reorganize the content and finally modified tasks.

Undoubtedly, every teacher wants to know why the learners do not participate but also they what to know how to make them participate. We have analyzed that there are three main aspects that trigger students' participation such as teacher's motivation, student's motivation and teacher's methodology. According to Koriyama (2009) The teacher's

motivation is one of the main aspect that move students to participate .There are two different form of motivation such as Extrinsic and Intrinsic motivation. “The extrinsic motivation has to be related with external factors such as rewards, interest in the language”. Some teachers motivate their students giving them extra credit or points in order to make them participate in the class or some teachers say “good job, excellent and so on”. Those are considered as a reward. However, the teachers try to look for the interest that students have practice of the language. Getting good grades, satisfying the teacher and classmates are ways of extrinsic motivation. The teacher should motivate students to participate .He or she should engage the learners, for in that way the students will feel motivated to participate. They are going to be willing and get ready to participate. The intrinsic motivation has to be with the self-motivation or self-determination of the students. Also, the students find the learning interesting and enjoyable.

Another aspect that triggers student’s participation is self-motivation or self-determination. In the article, “*CAR: A Means for Motivating Students to Read*” Koniyama (2009) proposed an available formula in order to increase motivation in students; however, this article is focused on one macro skill. The formula that he proposed is useful and encloses students’ motivation. The CAR means (competence= confidence, autonomy and relatedness) when the students develop competence or confidence they are able to say “I can do it” and that force makes them take the risk of participating without thinking that it is going to be embarrassing, but also because they enjoy taking part of the class or believe in themselves. Moreover, the autonomy makes students feel that they have the control, saying

“I decide to do or not this.” The decision that the students make is really important because participation is not forced. It is something that has to be willing, anything forced works. In addition, the relatedness is the relationship that students have with the teacher and the classmates, how connected he or she is with the classmate and the teachers “I am no alone”. If we think in that way the participation is going to increase. We are learning so I am not more than others or others more than me, if I am in that place with those kinds of people is because I am in the same field. I am learning too, so they do.

The teacher’s methodology is another important aspect that encourages students’ participation. According to Cervantes (2009), students are interested in the methods, strategies and techniques that the teacher is going to use in order to carry out the class. Every teacher has his or her own method. They have different form of teaching. Even though, there are different kinds of methods, students do not participate in class. Moreover, the teacher should use different “class activities” in order to increase the participation .In the class activities can be mention “speaking activities” that teacher use in order to make students participate, such as class discussion, group activities, pair activities and games. This last technique is the most useful in order to increase participation. In the article, *“Livening Up College English Classes with Games”* Cervantes (2009) confirmed that games make an effect on the student’s participation, the student’s attitude and the student’s learning. She uses this technique in order to increase her students’ participation. She engages the students in this way. So, those three aspects mentioned above trigger students’ participation. Students participate if teachers engage them, if students are willing to

participate and if the methodology that the teachers use allows them to participate. All those aspects move the students to participate.

Many teachers fail to believe that games are not appropriate for an English class and they also think that games are a waste of time. It all depends on the type of games included in the lesson. Of course, the lessons should include games related to the content and games that really help students to practice what they have learned during the class or the course. As Khameis (2006) confirms that many teachers consider games as merely fun activities that are a waste of time, but he states that games in the EFL context are much more than that. She believes that games include many factors such as rules, competition, relaxation, and learning which are all useful in promoting speaking. It is important to mention that the games have to be thought of according to students' age and level. By taking into consideration those aspects, games will engage students in real communication. Games are also a great opportunity to learn and review new knowledge, to practice pronunciation, to put in practice the grammar studied in class, etc.

Educational games were proposed many years ago. Teachers and authors in different articles, magazines and books propose that the use of the games for teaching English is not something carried out to bring fun to the class, but a tool that brings benefits to the class. So teachers have a variety of choices and they can be used for different goals. According to Deesri (2002, et.al.) "Teachers should also consider the advantages of games: the ability to capture students' attention; lower students' stress; and give students the chance for real communication". Once again, it can be seen the benefits that comes from using games.

However, the research team does not pretend to convince all the teachers to use games as a part of the lesson but, we can challenge teachers to use games in their English class rooms in order to observe how the participation is going to increase and the attitude of the students change. For sure, those games as all the speaking activities have to be chosen according to the level, age and student learning style.

In this regard, the strategies the teacher should be interesting and should capture students' attention, too, and the activities to use in the classroom to challenge and motivate students to speak should be interesting as well. Hence, to take into consideration some activities such as songs which can develop language skills and bring enjoyment to the class, chants, drama, stories, role-plays, debates, games and Total Physical Response TPR activities. Finally, both verbal use of humor, use of students' first names and nonverbal eye contact, positive gestures can be useful strategies to motivate students to participate in speaking activities in the classroom.

Richards (2006) presents a three-phase sequence, known as the P-P-P cycle, was often employed: Presentation, Practice, Production.

- **Presentation:** The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it.

- **Practice:** Students practice using the new structure in a controlled context, through drills or substitution exercises.
- **Production:** Students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern.

The three aspects are very equally needed in the class, this focus mainly discuss the last one. It is important to point out that the use of variety of speaking activities helps in great manner in the development of the speaking skill. However, to achieve a better comprehension, free practice is needed. With free practice, students have complete freedom in the language they produce.

Students use language they have learned to express themselves more freely, e.g. to talk or write about their own lives and interests, to express opinions, or imagine themselves in different situations. Like practice, production can be oral or written. Here the students have a great opportunity to personalize the language, experiment and incorporate previously learned vocabulary, grammar and other contents. When students have freedom to produce the language, this leads them to high levels of retention. Free practice has to be left to end of the lesson since students will have the knowledge and they may make a minimal amount of mistakes. Controlled and semi controlled practice should provide them with enough practice to acquire the content under study.

Free practice makes students work in a comfortable environment because in this stage students can create their own speech without following strict patterns. Definitely, free

practice challenges students produce the language in a natural way. In this stage, the use of pair work, small groups or mingling activities (where students walk around the classroom to ask questions) are a great tool. What teachers can do in this type of activity is walk around to listen students. Teachers can jot down any mistakes that students continue to make. Once the activity is done, there should be time to provide feedback to students. Other activities that promote the use of the language with freedom are impromptu speeches, class discussions, debates, presentations, etc.

To conclude, teachers must be really compromised with their students if they want their students to be competent when using the English language. The teacher must play an active role in the development of the lesson using the variety of speaking activities and motivating the students' participation. In addition, the students play an important role in the learning. They should be aware about their own learning and changing the negative attitude that affects their levels of participation.

III. TYPE OF STUDY

III .TYPE OF STUDY

To carry out this research, it has been decided to do a descriptive research. According to Arriola et al. (2006) the descriptive research attempts to describe, explain and interpret condition of the present i.e. “what is”. The purpose of a descriptive research is to examine a phenomenon that is occurring at a specific place(s) and time. A descriptive research is concern with conditions, practices, structures and differences or relationships that exist, opinion held processes that are going on or trends that are evident. So, this group considers that this type of study fixes with the objectives of this research and it is convenient for the topic that is being developed.

The author states that the descriptive research can be used in qualitative or quantitative approaches. It is worth highlighting that in this research both approaches are being developed. In the descriptive research the collection of data will provide a description of the individual, group or situations and the instruments that can be applied to obtain the data are questionnaires, observation checklist and interviews.

The group will describe what the relation between the two variables: the important of using variety of speaking activities and what triggers students to participate.

IV. RESEARCH DESIGN

IV. RESEARCH DESIGN

This research attempts to back up some practices that have been used in the teaching of English at the foreign language department, specifically in Advance English I course; for example developing class discussions, debates, role plays, etc., specifically in the oral skill; and also attempts to aware about the needs students have when learning and developing their oral skill; for example varying the contents that the books present and bring to the class interesting topics from the outside world. The objectives have been set so that the research can actually be useful to properly develop students' oral skill.

This research will be qualitative and quantitative. First, it is qualitative since it deals with peoples' opinions; more specifically with opinions coming from students of Intensive Advanced English I. The students will be asked to answer a questionnaire to gather the information. The sample selected will be a certain amount of students for each group of Intensive Advanced English I. Second, it is quantitative because the data collected through the questionnaire will be tabulated, analyzed and interpreted to know the percentage of each answer. By doing this, the interpretations will be taken to either back up the good implementation of activities that develop the oral skill, or to know the deficiencies and the needs of implementing new and diverse contents that really help students develop their oral skill. Also, this research will be a descriptive study. One of the main purposes is to generate meaningful insights and new ideas about the relation between the two variables which are the variety of speaking activities and what triggers students' participation. It is important to mention that the second purpose is to describe the relation between the two variables which

are before mentioned in the justification. This is a non-experimental study because the intention is not to manipulate the two variables, but to observe and describe the relation between them.

The methods that the group considers appropriate are the survey and observation.

According to Bell “A Survey may be occasioned simply by a need for administrative facts on some aspects of public life; or be designed to investigate cause-effect relationship or throw fresh light on some aspect of sociological theory. Surveys are concerned with the demographic characteristics, the social environment, the activities, or the opinions and attitudes of some group of people” (2010, p.11). This group will carry out a descriptive research in which the study will be about “The Importance of Using Variety of Speaking Activities to Trigger Advanced English I Students’ Participation”. The sample for this research will be gathered from the five groups of Advance Intensive English I. The total population is 174 students; and from the total, 121 students have been selected as in the probabilistic sample to obtain the information. It is important to mention that students have been selected in a random way. Since two methods have been chosen to carry out this project, two instruments were designed to gather the information. For the survey, 27 items in a questionnaire was designed and administered to Advanced English I students.

Questions were carefully designed to gather meaningful and reliable information. Stacey (1960) “Observation may be employed in the preliminary stages of a research project, to explore an area which can then be studied more fully utilizing other methods, or it can be used towards the end of a project to supplement or provide a check on data collected in

interviews or surveys”. For the observation, a previous existing check list with the categories was used to obtain the information and was used to supplement the information gather from the questionnaire.

V. POPULATION AND SAMPLE

V. POPULATION AND SAMPLE

A. POPULATION

The population of this research project is the students from Licenciatura en Idioma Inglés Opción Enseñanza from the University of El Salvador.

B. SAMPLE

The sample chosen is the advanced English I students from Licenciatura en Idioma Inglés Opción Enseñanza from the University of El Salvador. Since there are seven groups, it is planned to take certain amount of students of each Advanced I group throughout the probabilistic sample. Having the number of students in each group, the sample will be the following:

$$N=174 \quad N=?$$

$$n' = S^2$$

$$\frac{\text{—————}}{V^2} = \frac{\text{Variance of the sample}}{\text{—————}} \\ \text{Variance of the population}$$

$$S^2 = p(1-p) = 0.9(1-0.9) = 0.09$$

$$V2 = (0.015)^2 = 0.000225 \qquad 0.09/0.000225=400$$

Adjusting

$$n' = \frac{n'}{1+n'/N} = \frac{400}{1+400/174} = \frac{400}{1+2.298} = \frac{400}{3.298} = 121$$

$$Fh = n/N = 121/174 = 0.695402298$$

$$G1 = 27 \times 0.695402298 = 19$$

$$G2 = 42 \times 0.695402298 = 29$$

$$G3 = 25 \times 0.695402298 = 17$$

$$G4 = 39 \times 0.695402298 = 27$$

$$G5 = 41 \times 0.695402298 = 29$$

$$\text{Total: } 162 \qquad \qquad \qquad n=121$$

There were 7 groups of Advance English I; as it turns out, only 5 groups out of 7 groups were studied. This due to one of the teachers from one of the groups was ill. On the other hand, one of the teachers had too many students observing and conducting their investigation in his class; and teacher's agenda was full. Therefore, it was not possible to observe and administer the questionnaire. For this reason two of the 7 groups were out of the gathering information process.

It is important to mention that 121 students were selected to participate in the research project. Those students were selected by using the probabilistic sample; however, only 105 students participated in the gathering information process. One of the reasons that only 105 students participated is that not all students attended class when the questionnaire was administered, and second, some of student took a questionnaire but did not answer any of the questions.

VI. DATA GATHERING PROCESS

VI. DATA GATHERING PROCESS

A. RESEARCH INSTRUMENTS

In this research study two instruments were used. For the survey, we used a questionnaire; and for the observation, we used a checklist.

QUESTIONNAIRE

The questionnaire was self-elaborated. The questionnaire was comprised with a set of questions to be asked to the students of Advance English I. 27 questions were elaborated to elicit students' answers. The set of questions will definitely help to elicit ideas, preferences and attitudes.

CHECKLIST

The checklist was adapted from a pre-existing one. The checklist was comprised with two sections. The first section is composed of 4 questions where multiple options were given to select only one. The second section is composed of 12 questions, and it is a yes/no format.

B. DATA GATHERING PLAN

Since the research project is concerned with the levels of participation of students in speaking activities, it has been considered that a survey and an observation would undoubtedly serve to obtain the information needed to solve the phenomenon under study. So, to obtain the information, it has been planned to administer a questionnaire and a check list. This will be administered in the Advanced English 1 groups specifically to those students chosen with the probabilistic sample. For doing this, we will go to each classroom and ask the teacher for permission to administer the questionnaire to students and observe the class. The number of students will be chosen according to the number of students in each group. The method to be used is the probabilistic simple random sampling.

VII. DATA ANALYSIS

A. DATA BASE

This research project databases have scholarly and professional articles, reports, statistics, action research, internet, book chapters and even some complete books, including the APA (American Psychological Association, Second Edition).

Some programs, such as Microsoft Word, Excel, PDF, and it has been planned to use the IBM SPSS Statistics (Statistical Packages for the Social Sciences) to track the information.

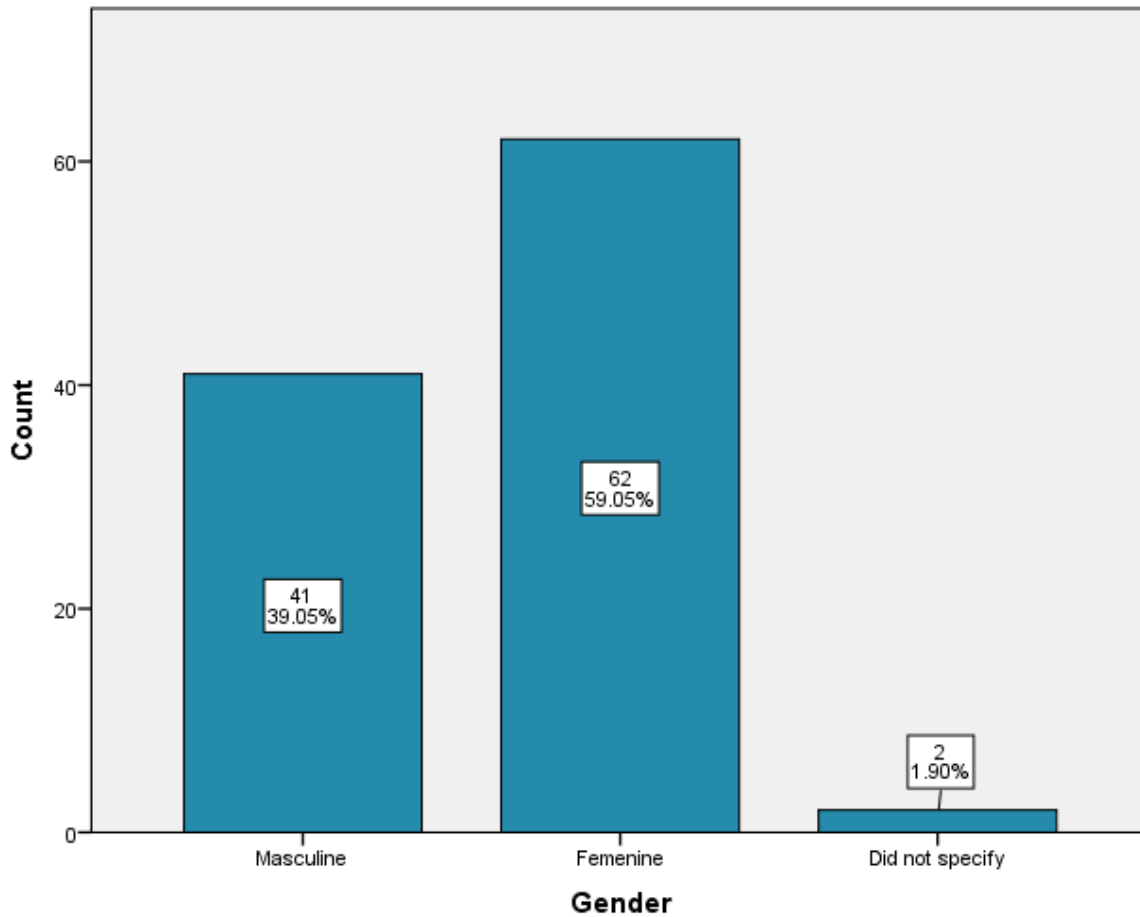
B. STATISTICAL PROCEDURES

Through the use of Simple Random Sampling, it will be analyzed size n from a frame containing N units is a probability sample drawn in such a way that every subset of n of the N units in the frame is equally likely to be the sample. (Each of those subsets has probability $1/N C_n$). This is like writing a unique identifier for each unit in the frame on one of N otherwise identical cards, shuffling the cards well, and then dealing the top n cards. Equivalently, taking a simple random sample is like writing an identifier for each of the N units in the population on N otherwise identical tickets, putting the tickets into a box, stirring them vigorously, and drawing n of the tickets without looking; then considering the sample consisting of those units whose identifiers were on the tickets drawn. Conceptually, a simple random sample is a sample drawn without replacement as follows: In the first step, each of the N units is equally likely to be drawn. At the second step, each of the $N-1$ remaining units is equally likely to be drawn, *etc.*, until, at the n the step, each of the $N-n+1$ remaining units is equally likely to be drawn. After n steps, we

have a simple random sample of size n . In practice, simple random samples are drawn using a computer to generate pseudo-random numbers, as follows: Each unit in the population is assigned (independently) a random number between zero and one. The sample consists of those units that were assigned the n largest random numbers. If there are ties, they are broken randomly and independently (*e.g.*, by tossing a coin). In simple random sampling, the chance that any particular unit in the frame is included in the sample is n/N . We will use the mean, median and mode to obtain the statistical data.

VII. DATA ANALYSIS

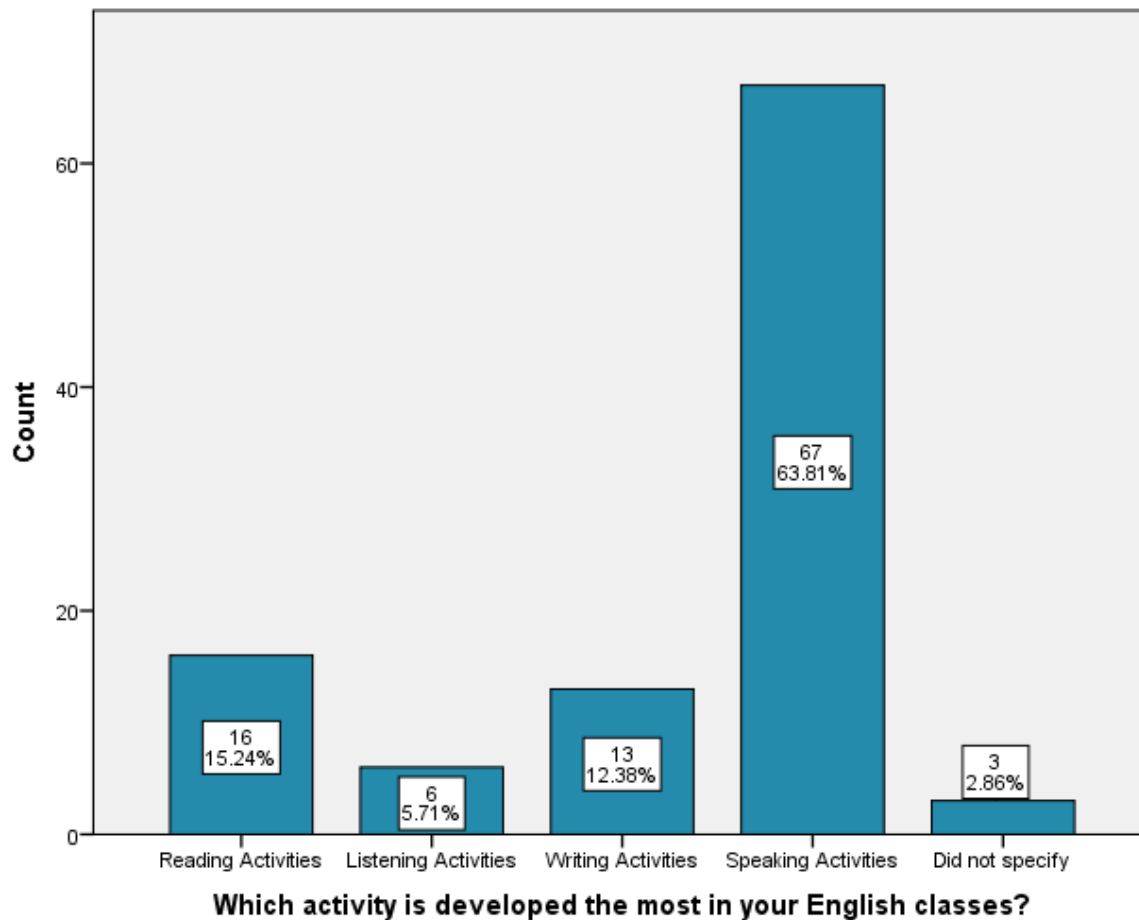
Graph 1



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

This graph clearly shows that the 59.05% of students under study are females and a 39.05% of them are males; obviously just the 1.90% of students did not specify the gender.

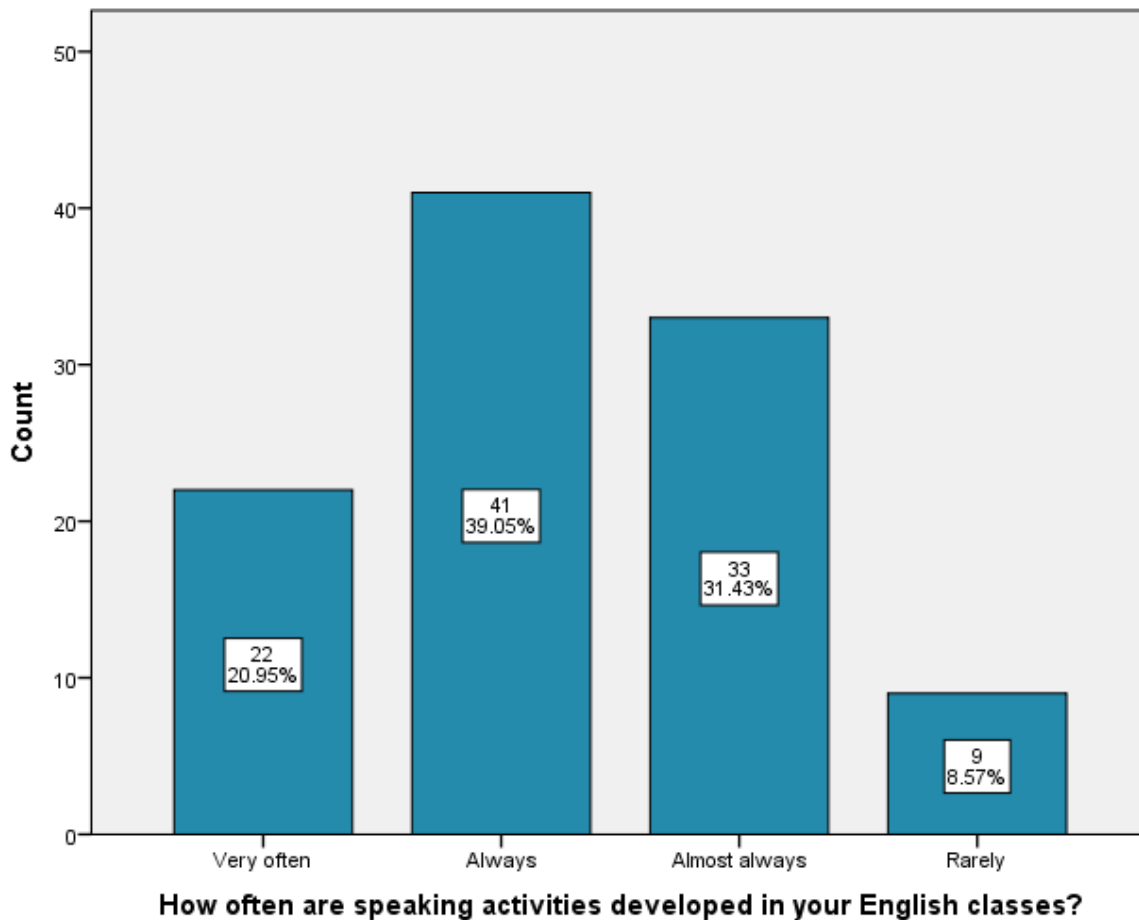
Graph 2



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

This graph demonstrates that 67 students from Advanced English I representing the 63.81% state that speaking activities are the most developed activities in their English classes; on the other hand, 16 students representing the 15.24% affirm that reading activities are the most developed ones in their classes. And 13 students under study which represents the 12.38% accept that writing activities are the most developed activities carried out in their English classes. Then, 6 students representing the 5.71% assure that the most developed activity is listening and just the 2.86% representing a total of 3 students did not provide any specific answer.

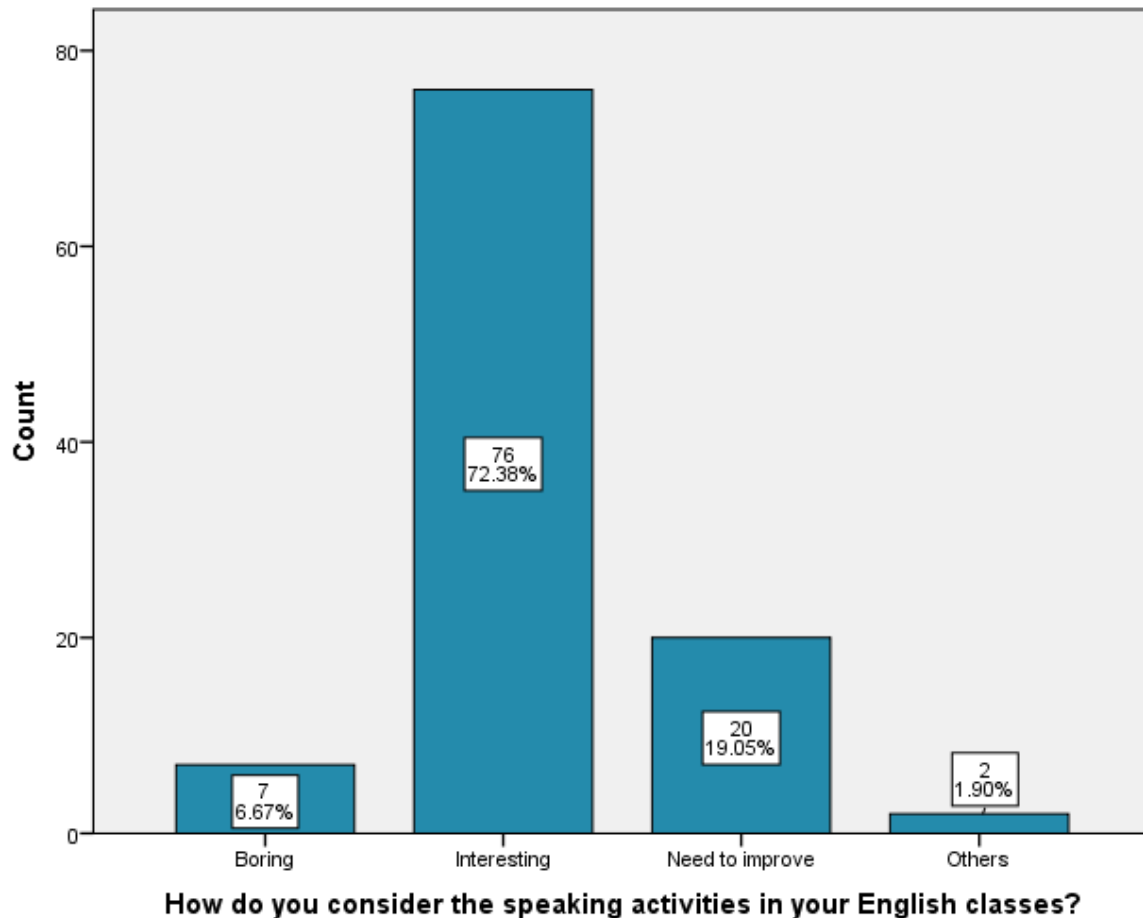
Graph 3



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

According to the data gathered in this graph, the 39.05% of students under study consider that the speaking activities are always developed in their English classes; however, the 31.43% of them state that speaking activities are carried out almost always. Clearly, a 20.95% of students declare that speaking activities are developed very often during the English classes. Finally, just the 8.57% of students affirm that speaking activities are developed rarely.

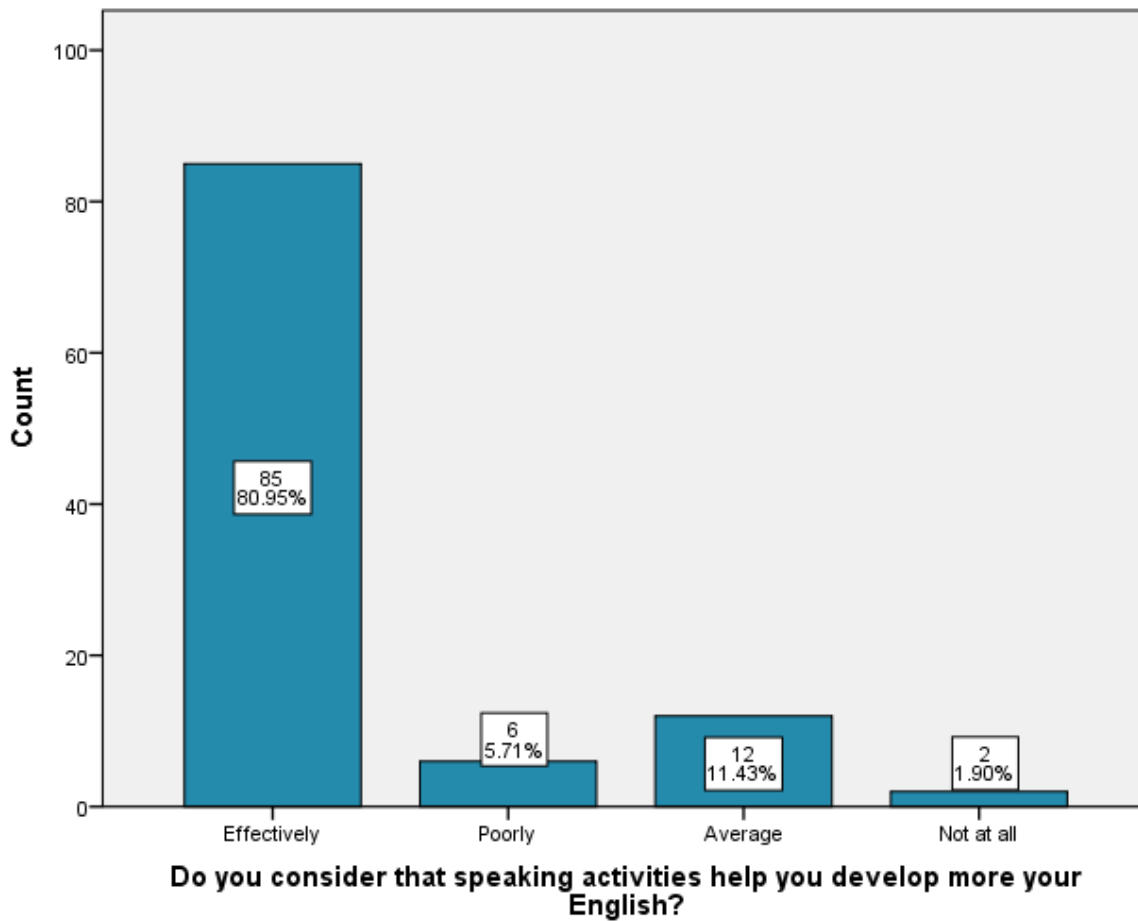
Graph 4



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

Graph 4 demonstrates that the 72.38% of students under study consider that speaking activities in their English classes are interesting. Nevertheless, the 19.05% of them consider that the speaking activities are developed in the class need to improve. Then, the 6.67% of Advanced English composition I students under study say that the speaking activities developed in their classes are boring. Consequently, just the 1.90% of students did not provide any answer.

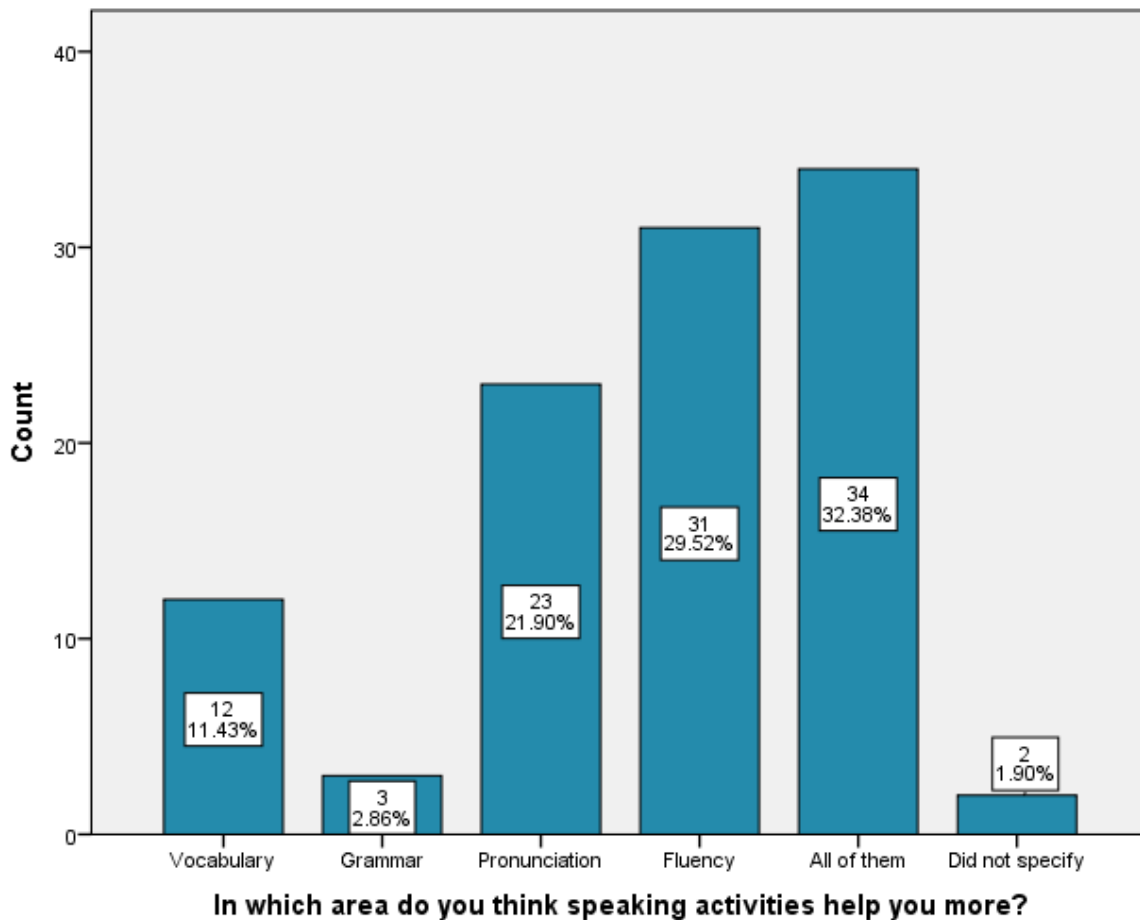
Graph5



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

In this graph the 80.95% of students consider that speaking activities help them develop more their English; they say that speaking activities are effective. On the other hand, the 11.43% of students consider that to the extent to which speaking activities help them develop their English is average. Then, the 5.71% of students who were administered the survey say that the help speaking activities give them is average. Finally, the 1.90% of students state that speaking activities do not help them at all.

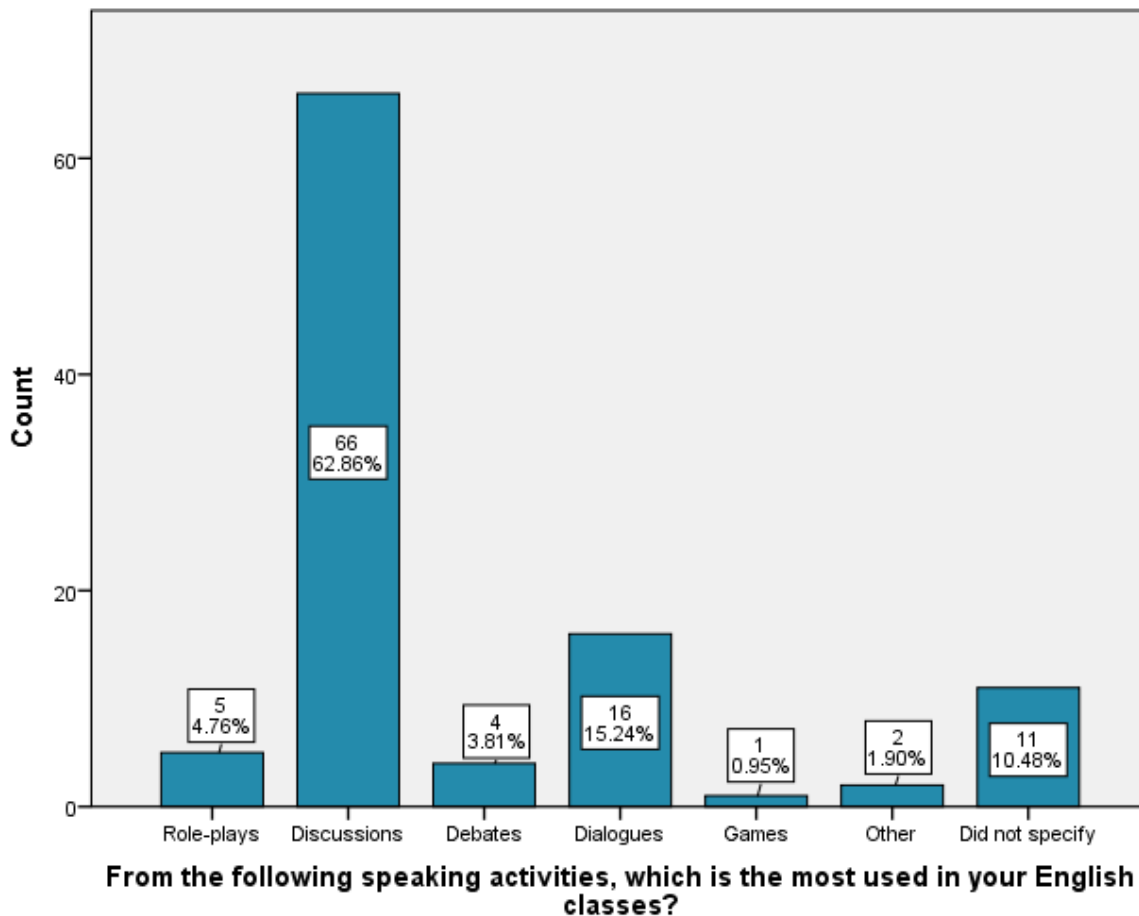
Graph 6



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

The highest percent of students, which is the 32.38%, state that speaking activities help them more in all areas, such as vocabulary, grammar, pronunciation, and fluency. Then, the 29.52% of students consider that the area in which speaking activities help them more is fluency. The 21.90% of students say that pronunciation is the area in which speaking activities help them more. Besides, the 11.43% of students affirm that in vocabulary area speaking activities help them more. And just the 2.86% of them assure that grammar is the area in which speaking activities help them more. To conclude, just the 1.90% of them did not specify any of those options.

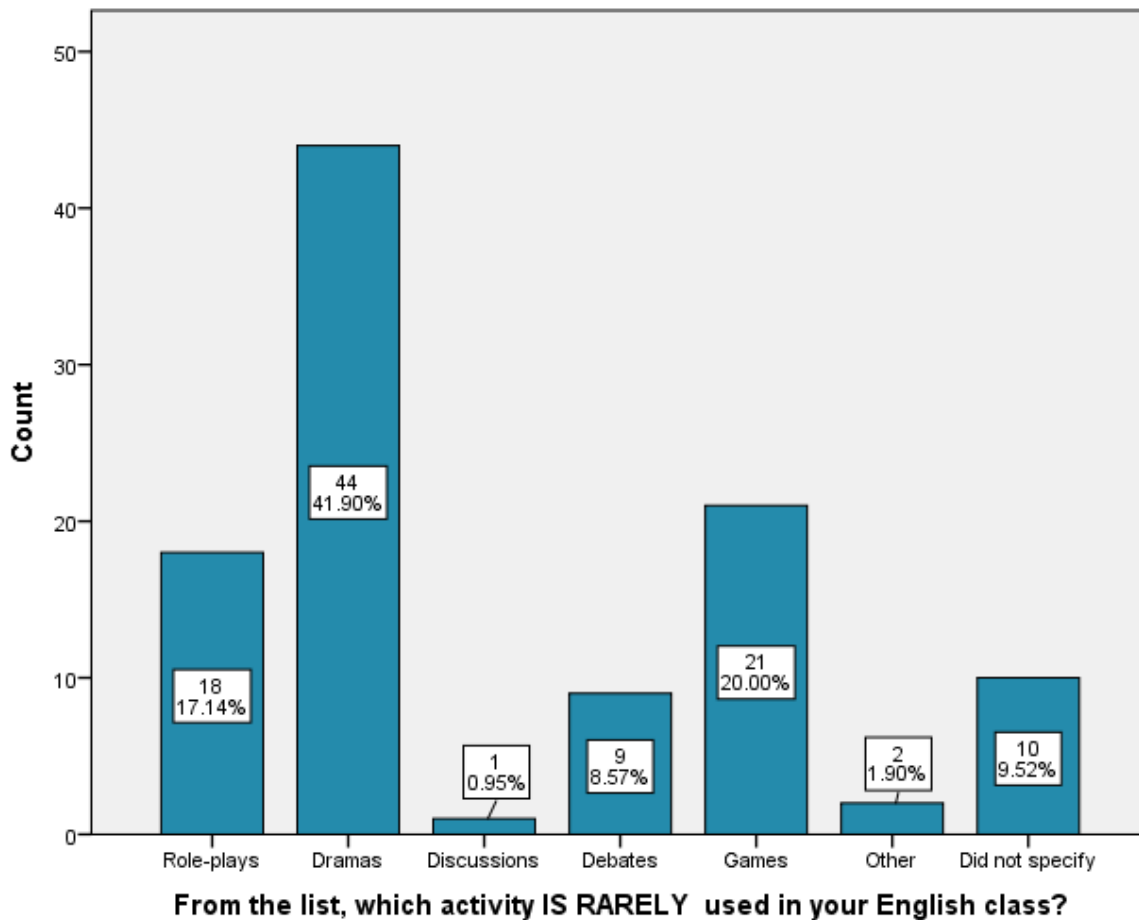
Graph 7



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

This graph clearly shows that the 67.86% of students affirm that discussions are the speaking activities developed the most in their English classes. Then, the 15.24% of students assure that dialogues is the most used speaking activity in their English classes and consequently the 10.48% of them did not the most developed speaking activity in their classes. However, the 4.76% of them state that role-plays are the most developed speaking activities in their English classes; instead for the 3.81% of students, debates are the most developed speaking activities. And just the two less percentages, 1.90% and 0.95% are for other speaking activities and games.

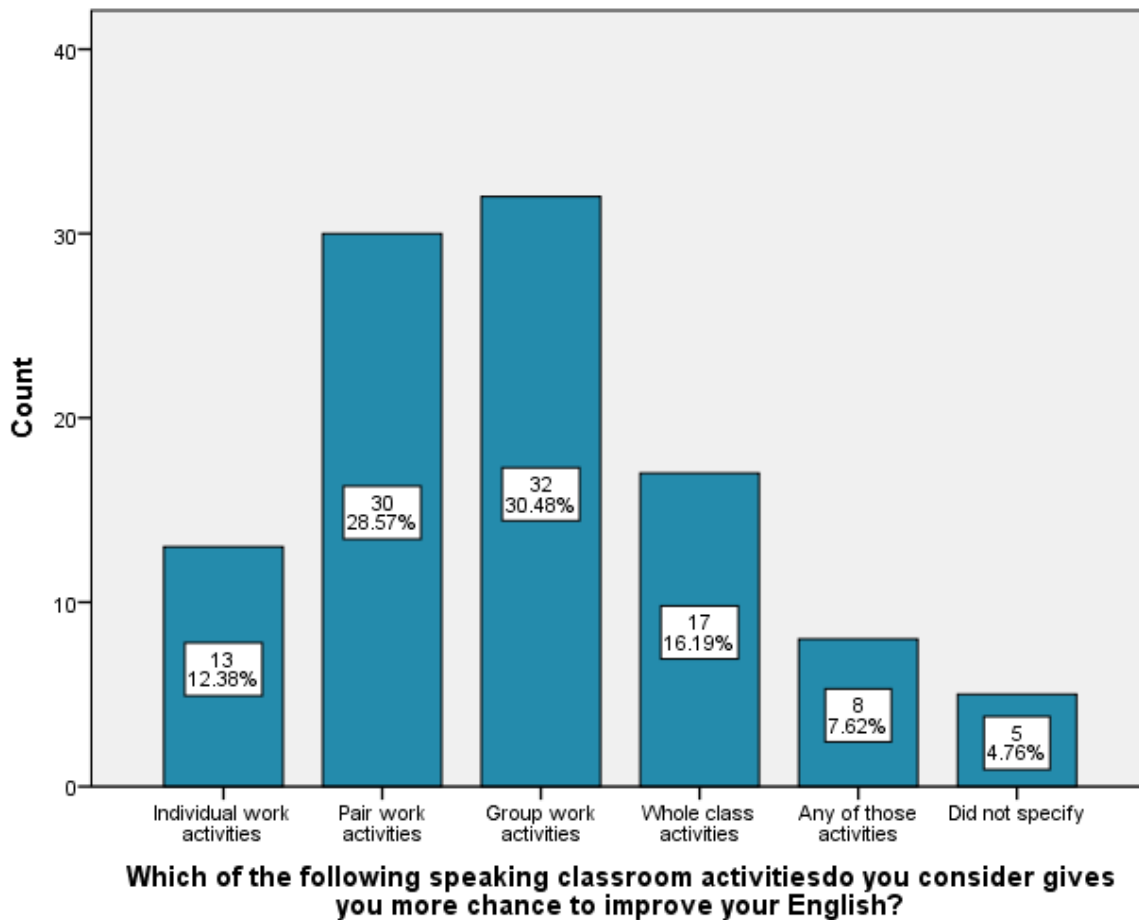
Graph 8



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

According to this graph, dramas have the 41.90% as the English speaking activities RARELY used in their classes. Then, the 20% is for games; the 17.14% is assigned to role-plays, and a 9.52% is representing a no specific speaking activity according to students answer. After, students under study assign the 8.57% to debates and just the percentages were assigned to other with the 1.90% and discussions with the 0.95% as the speaking activities rarely used in their English classes.

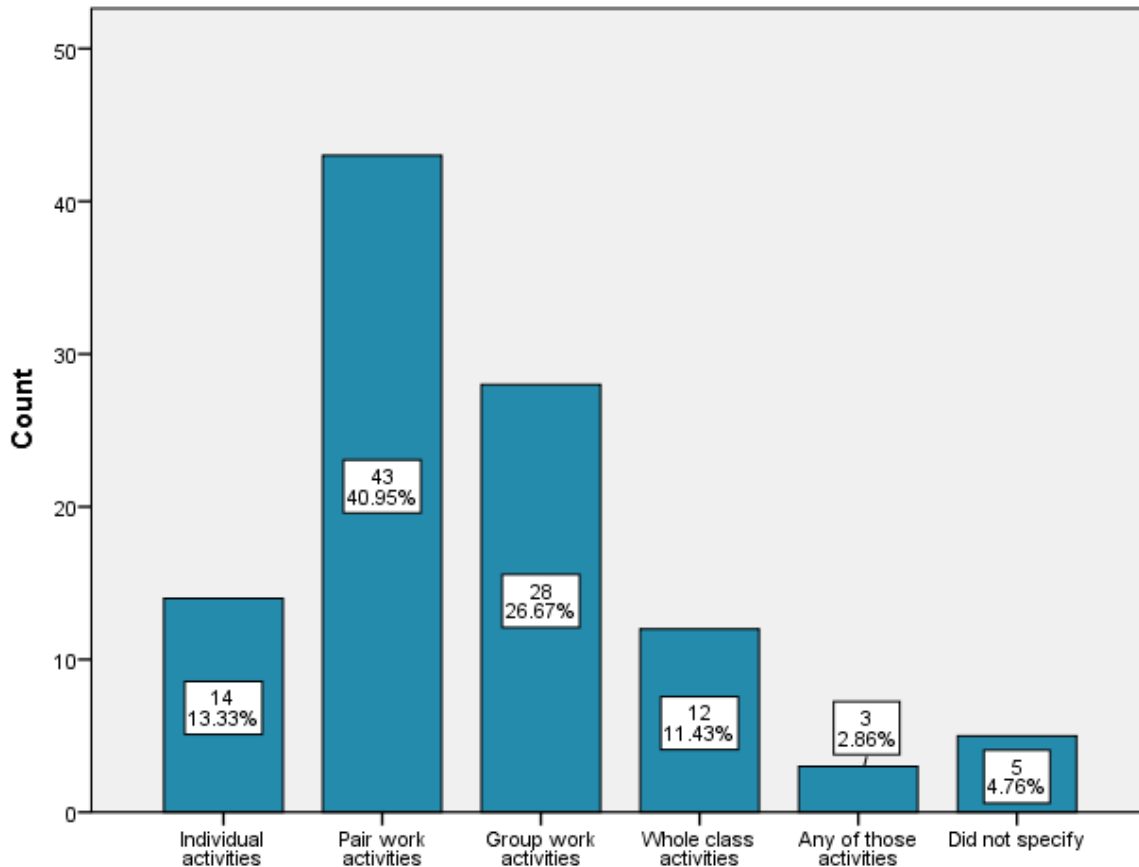
Graph 9



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

The findings in this graph show that the 30.48% of students consider group work activities as the ones that give them more chance to improve their English. And the 28.57% of students say that pair work activities are the ones that give them the chance to improve their English, but the 16.19% of them state that the whole class activities are the ones in which they have the chance to get an improvement of their English. Obviously, the 12.38% of students consider individual work activities as the one that gives them chance to improve their English. After, the 7.62% and 4.76% of students under study state that any of those activities give them the chance and some are not specified by them.

Graph 10

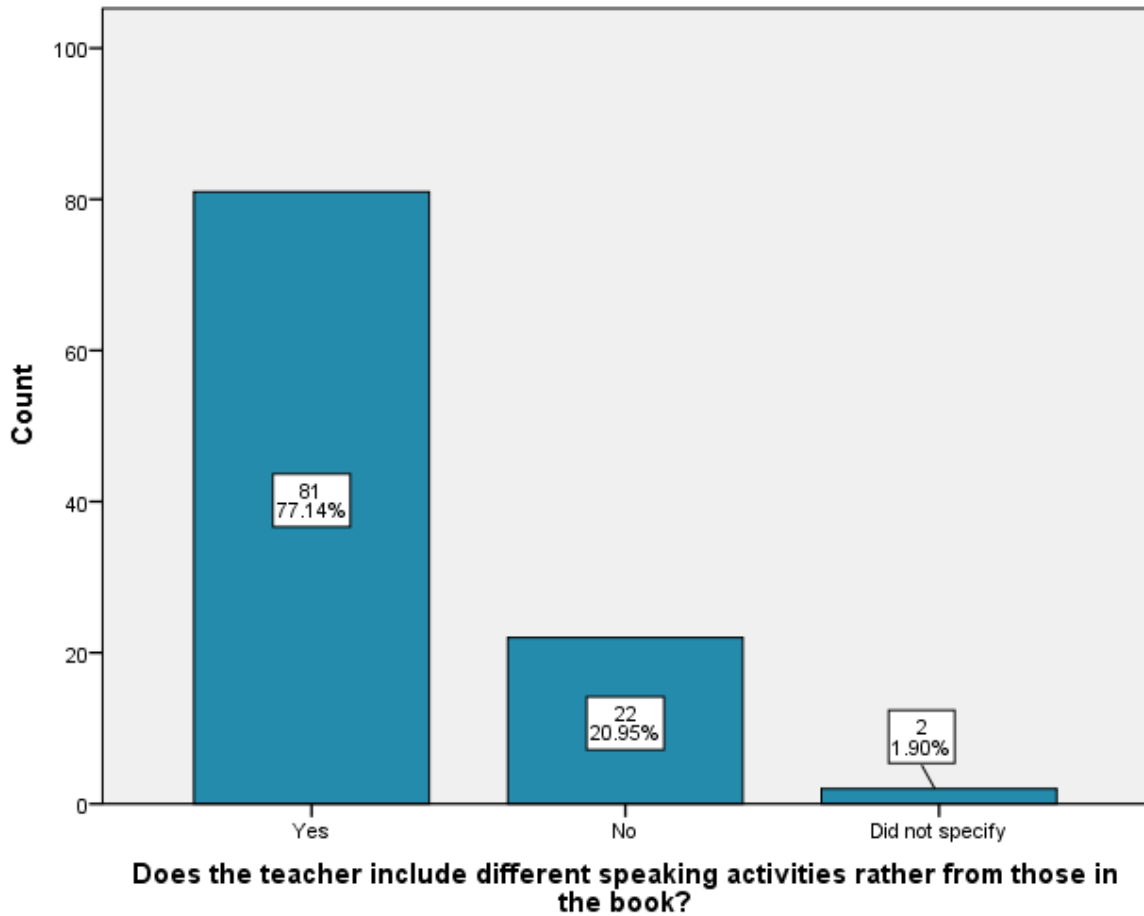


Which of the following speaking classroom activities do you prefer more?

Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

In this graph, the 40.95% of students affirm that pair work activities are the preferable for them, and then another 26.67% of students say that they prefer group work activities instead. However, for the 13.33% of them individual activities are the preferable ones but not for the 11.43% of students who prefer the whole class activities. Finally, the 4.76% of students did not specify their preference regarding to classroom speaking activities, and just the 2.86% of them prefer any of those activities.

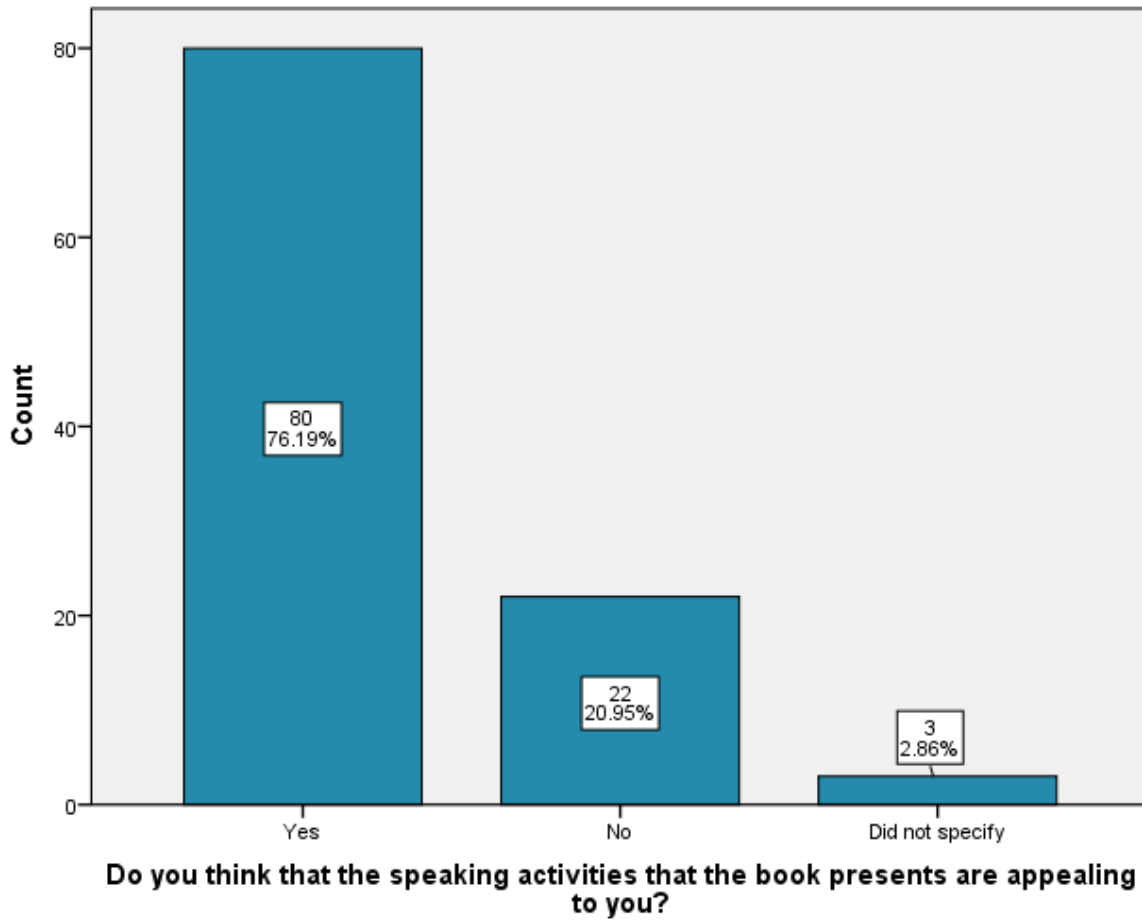
Graph 11



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

The “Yes” value has the highest percent of students representing the 77.14% that assures the teacher includes different speaking activities rather than those from the ones from the book. Instead the “No” value has the 20.95% of students stating that the teacher does not include different activities rather that the ones presented in the book. However, the “Did not specify” value only has the 1.90%.

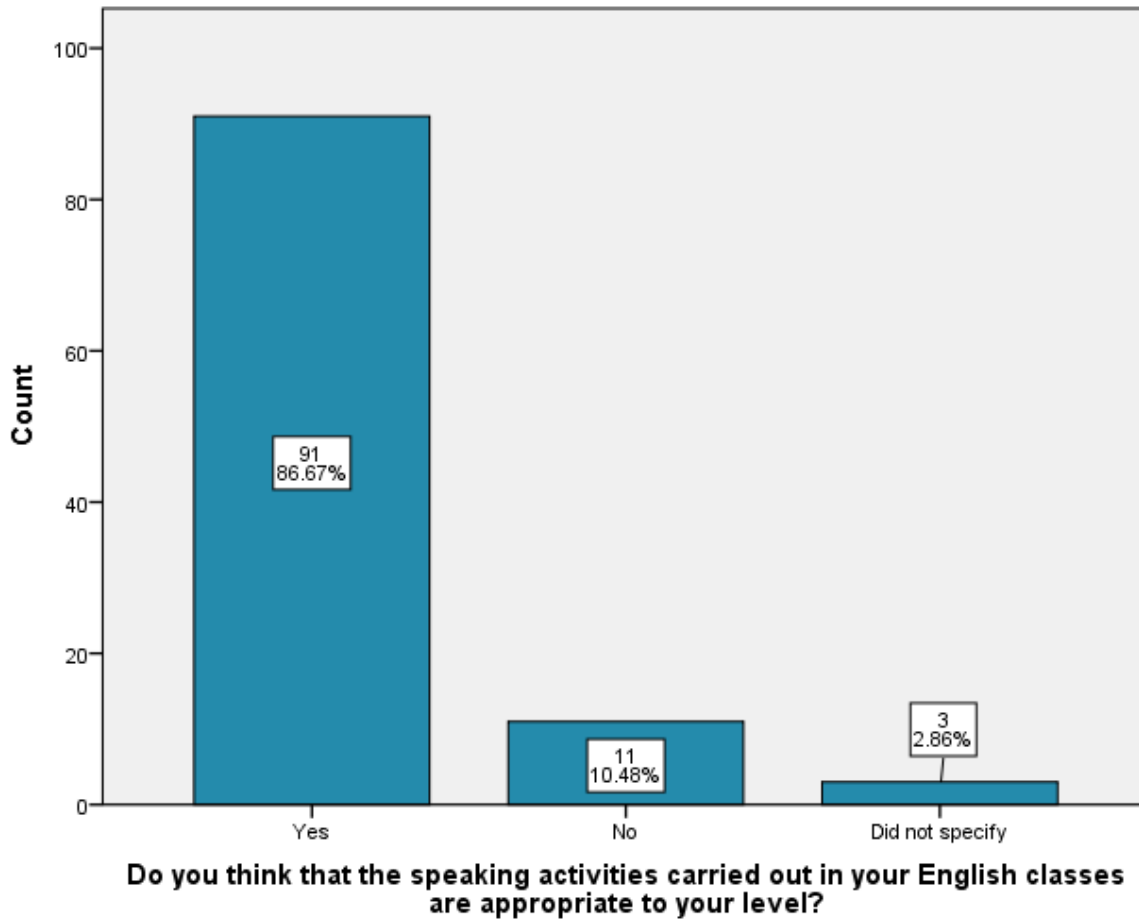
Graph 12



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

In this graph, the 76.19% of students representing the highest percent assure that the speaking activities that the book presents are appealing to them; meanwhile, the 20.95% of them say speaking activities presented in the book are not appealing to them, and just the 2.86% did not specify.

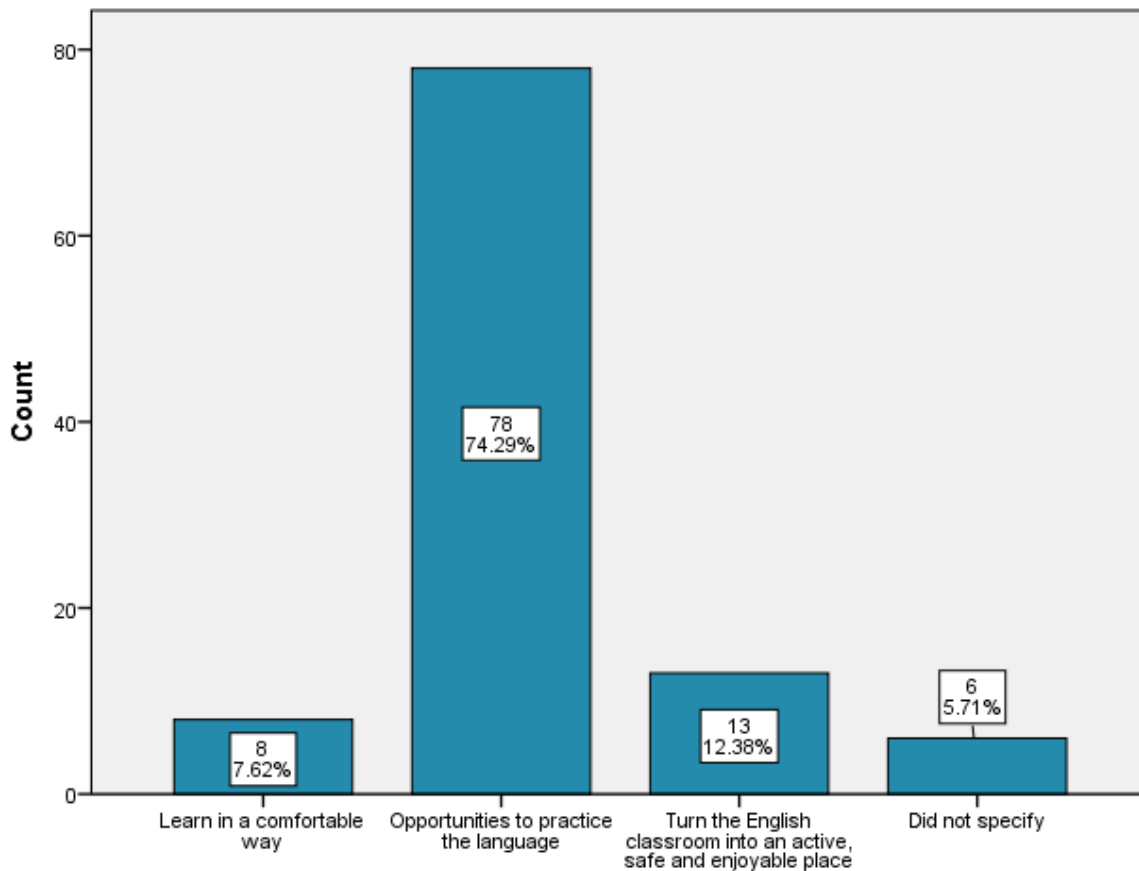
Graph 13



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

This graph shows that the “Yes” value has the 86.67% of students stating that the speaking activities carried out in their English classes are appropriate to their level. On the other hand, the “No” value represents the 10.48% of students affirming that the speaking activities are not appropriate to their level. Finally, the “Did not specify” value has only the 2.86%.

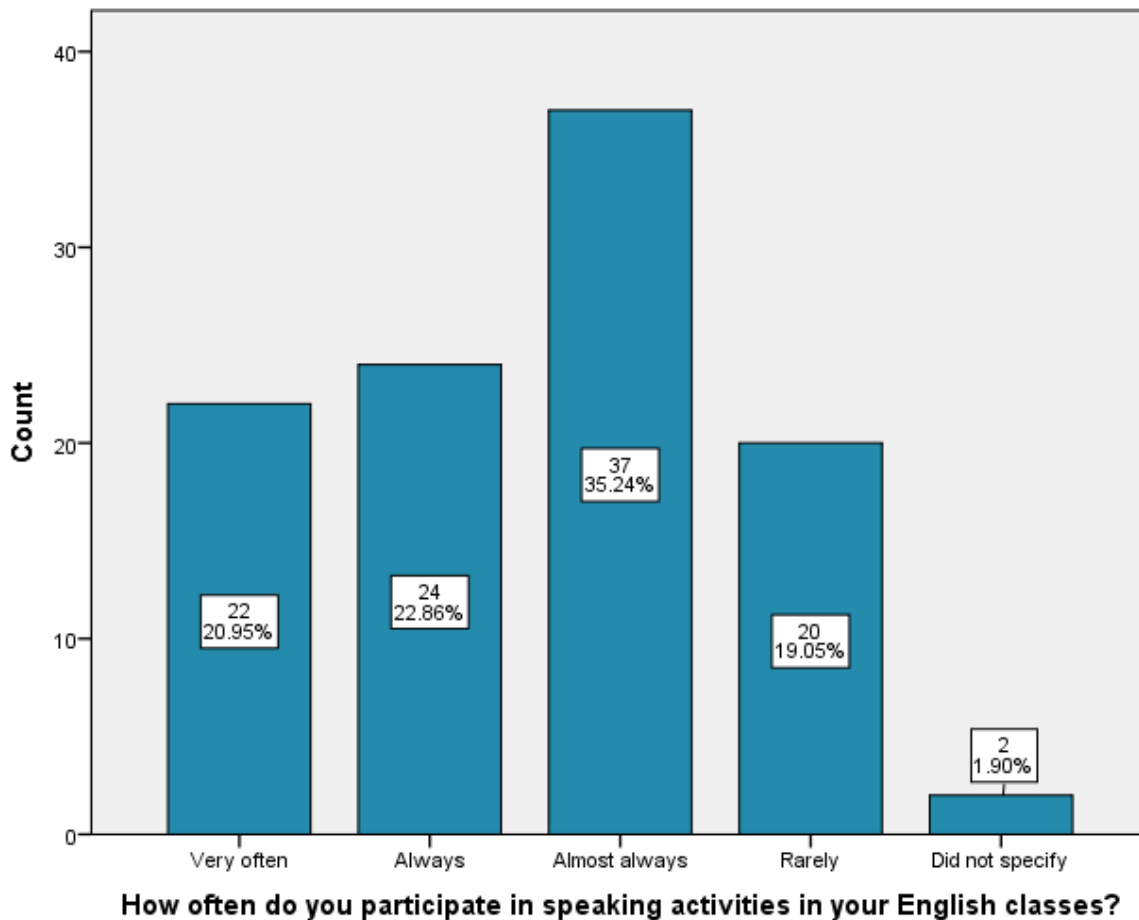
Graph 14



What benefits come from using a variety of speaking activities?

Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

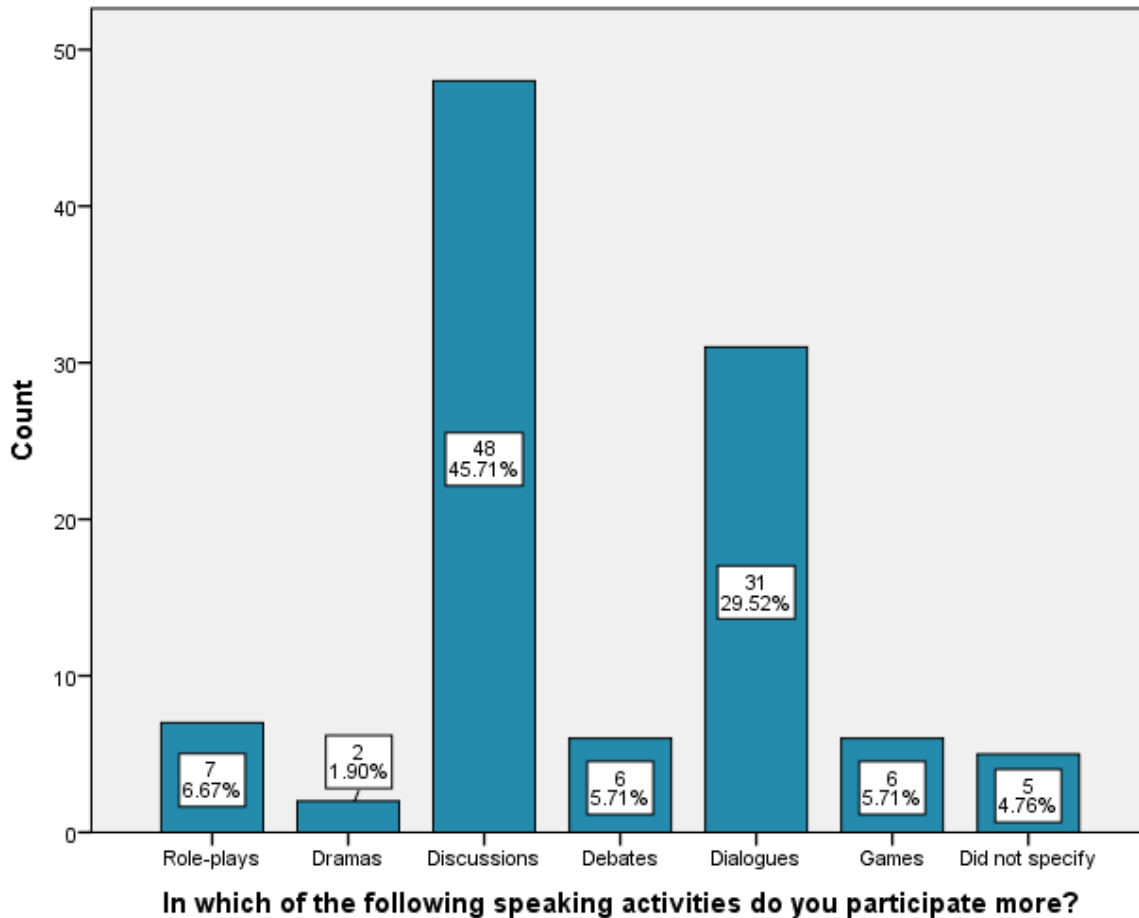
According to this graph, the 74.29% of students assure that the benefits they get from having a variety of speaking activities in their classes is that they have opportunities to practice the language. And the 12.38% of students affirm that the benefit that comes from using a variety of speaking activities is that the English classroom can be turned on into an active, safe and enjoyable place. Finally, the 7.62% of them state that the benefit of varying the speaking activities is that they learn in a comfortable way and, just the 5.71% of students did not specify.

Graph 15

Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

This graph represents the 35.24% of students affirming that they almost always participate in speaking activities and a 22.86% represents the students who always participate in speaking activities. Then a 20.95% of students consider that they participate very often in speaking activities and finally a 19.05% of them rarely participate and the 1.90% of students did not specify the answer.

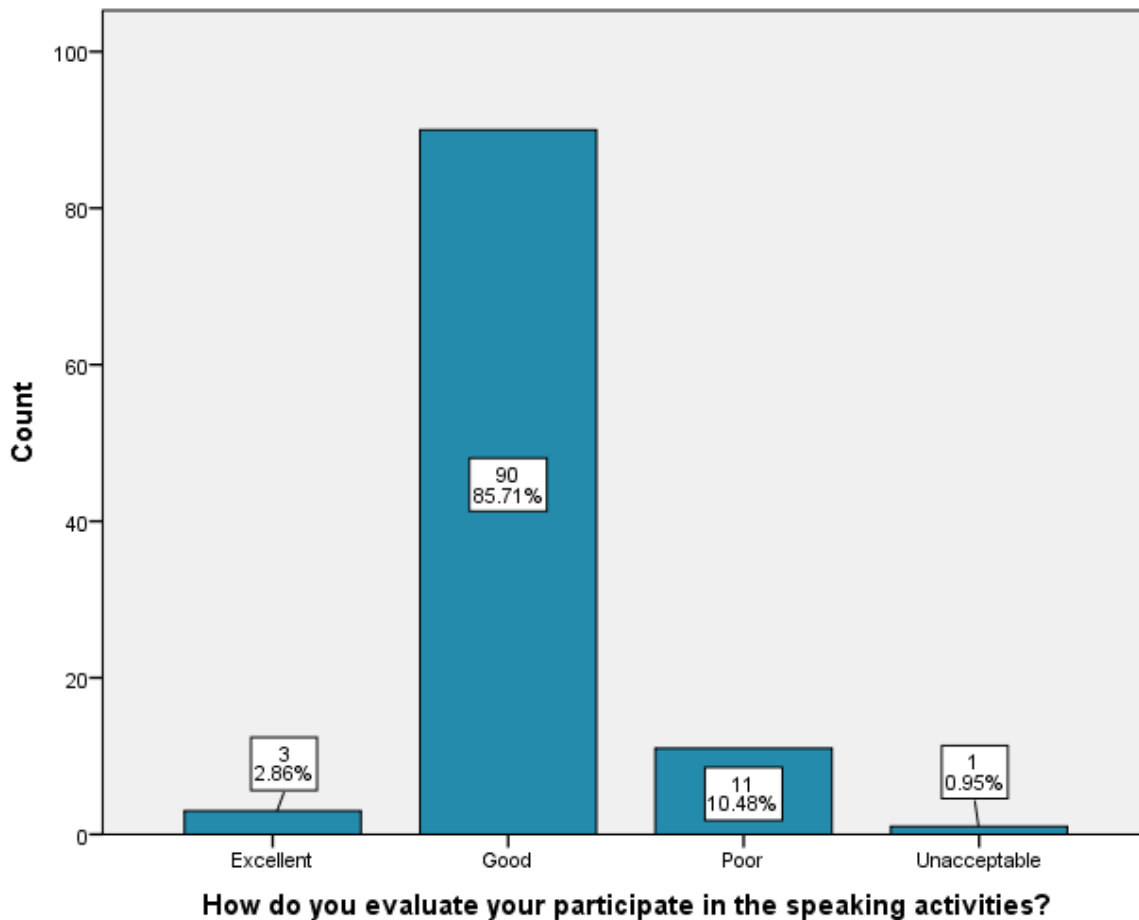
Graph 16



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

The 45.71% of students under study state that they participate more in discussions. On the other hand, the 29.52% of students participate more in dialogues, the 6.67% in role-plays, the 5.71% in debates and games, the 4.76% did not specify but just the 1.90% of students say that they participate more in dramas.

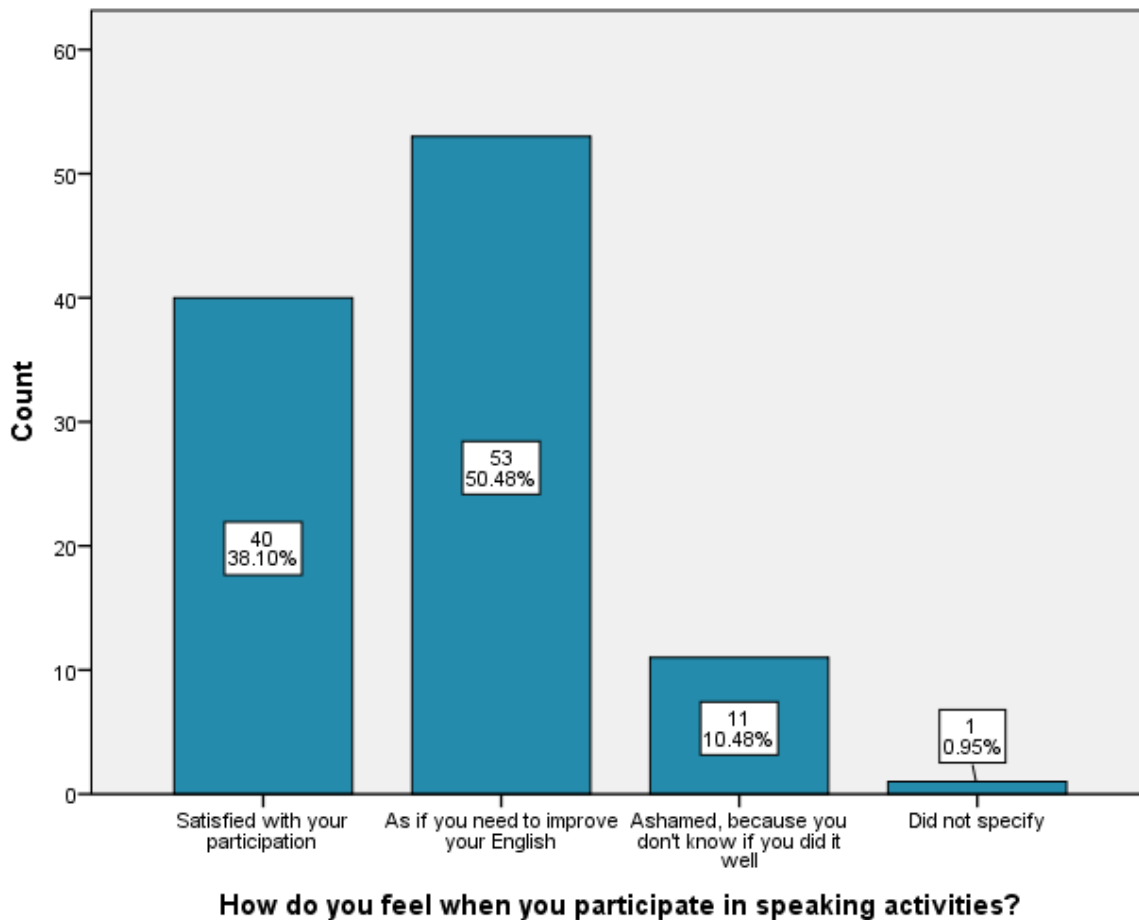
Graph 17



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

The findings gathered in this graph state that the 85.71% of students evaluate their participation in a good way; meanwhile, the 10.48% of students evaluate their participation in a poor way. On the other hand, just the few 2.86% of students evaluate their own participation excellent, and the 0.95% says their participation in speaking activities is unacceptable.

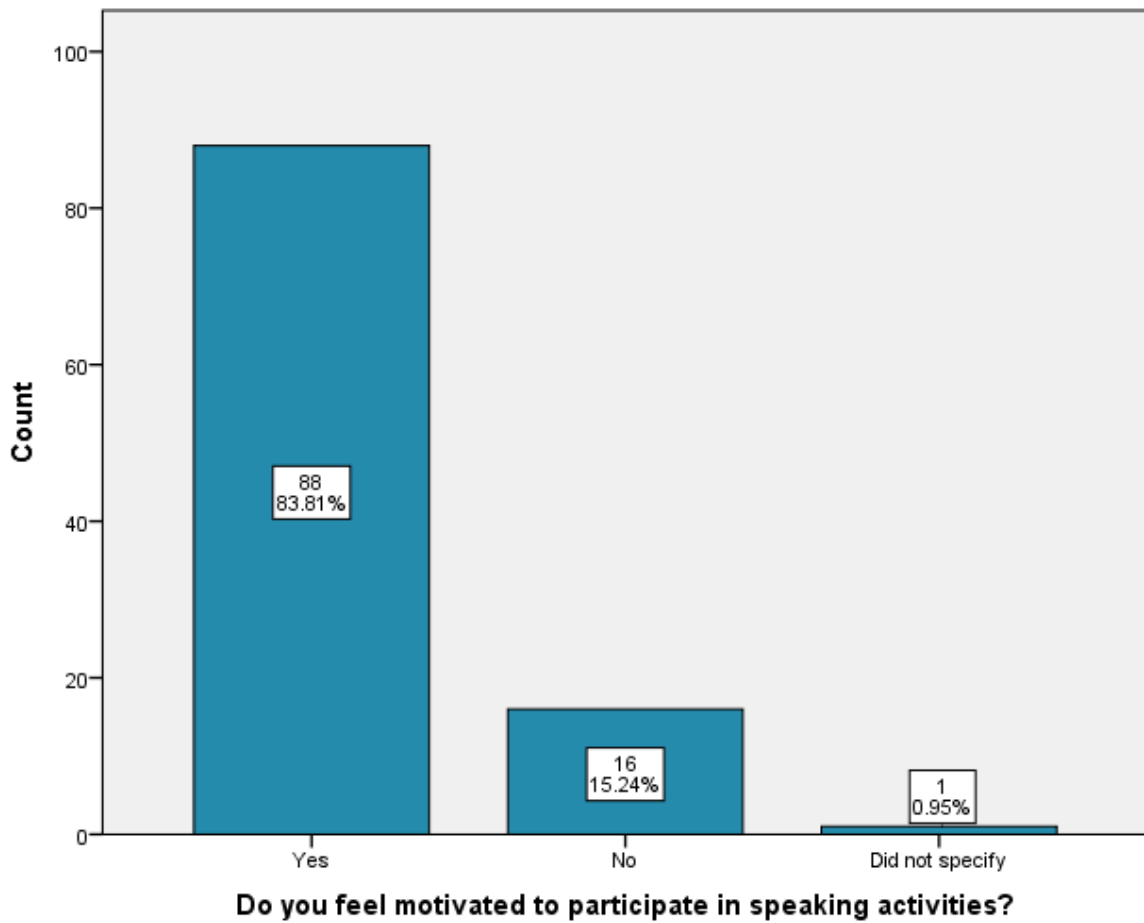
Graph 18



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Inglés Opción Enseñanza semester II-2014

This graph represents the 50.48% of students who feel that when they participate in speaking activities as if they need to improve their English. Nevertheless, the 38.10% of students state that when they participate in speaking activities, they feel satisfied. Then, the 10.48% affirm that they feel ashamed since they do not did it well, and finally the 0.95% of them did not specify their feeling regarding to their participation.

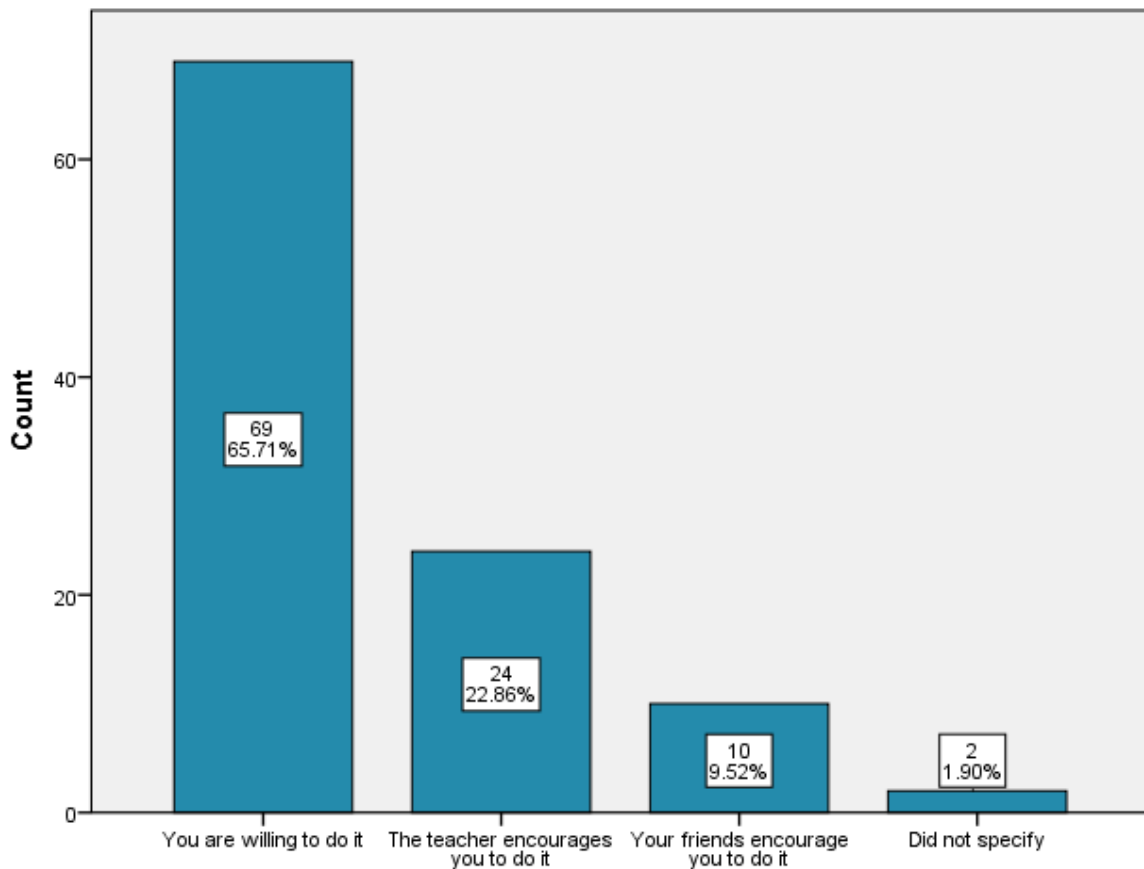
Graph19



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

This graph represents the “Yes” value as the highest chosen with an 83.81% of students affirming that they feel motivated to participate in speaking activities. Then, the 15.24% of them say they do not. At the end, just 0.95% did not provide any answer.

Graph 20

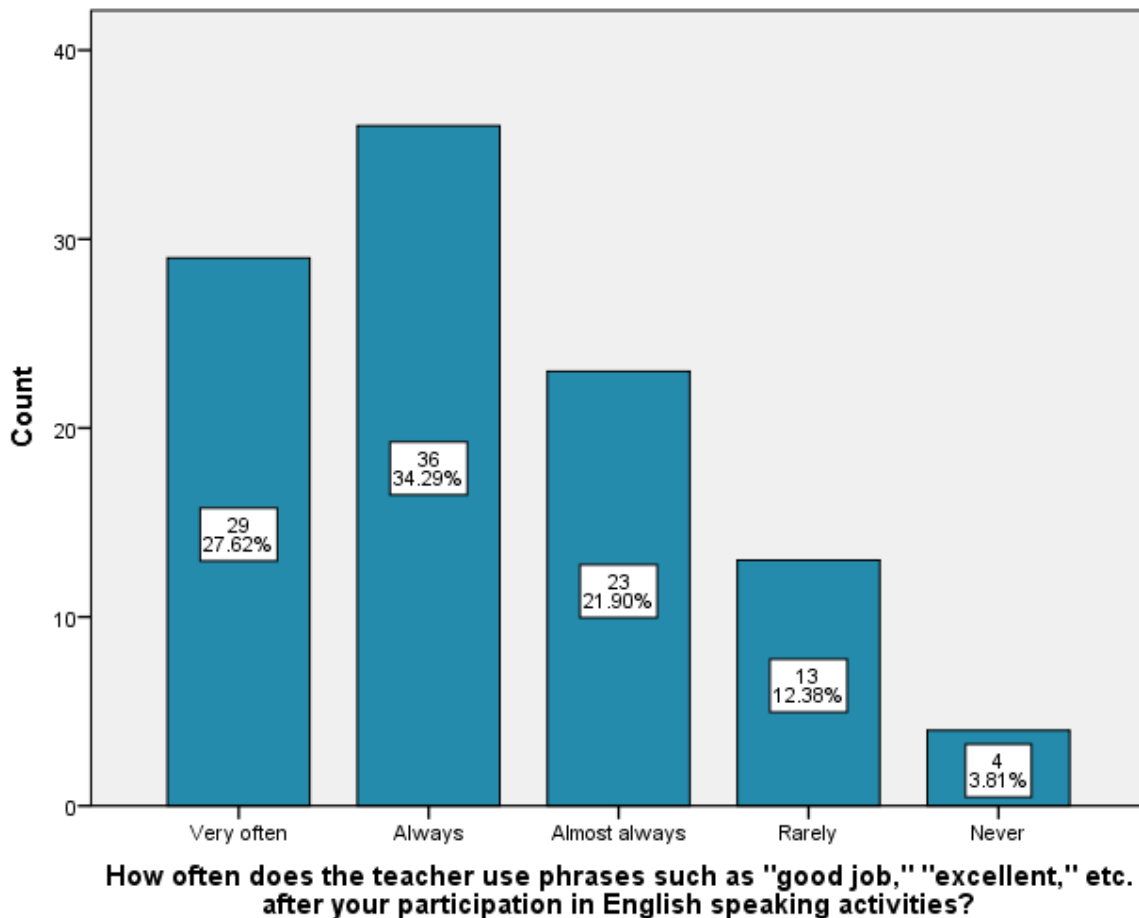


When you participate in English speaking activities, you do it because:

Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

In this graph, the 65.71% of students affirm that when they participate in speaking activities they do it because they are willing to do it; meanwhile, the 22.86% of them participate in speaking activities because the teacher pushes them to do it. After, the 9.52% of them say that their friends encourage them to participate and the last but not the least 1.90% of students did not specify.

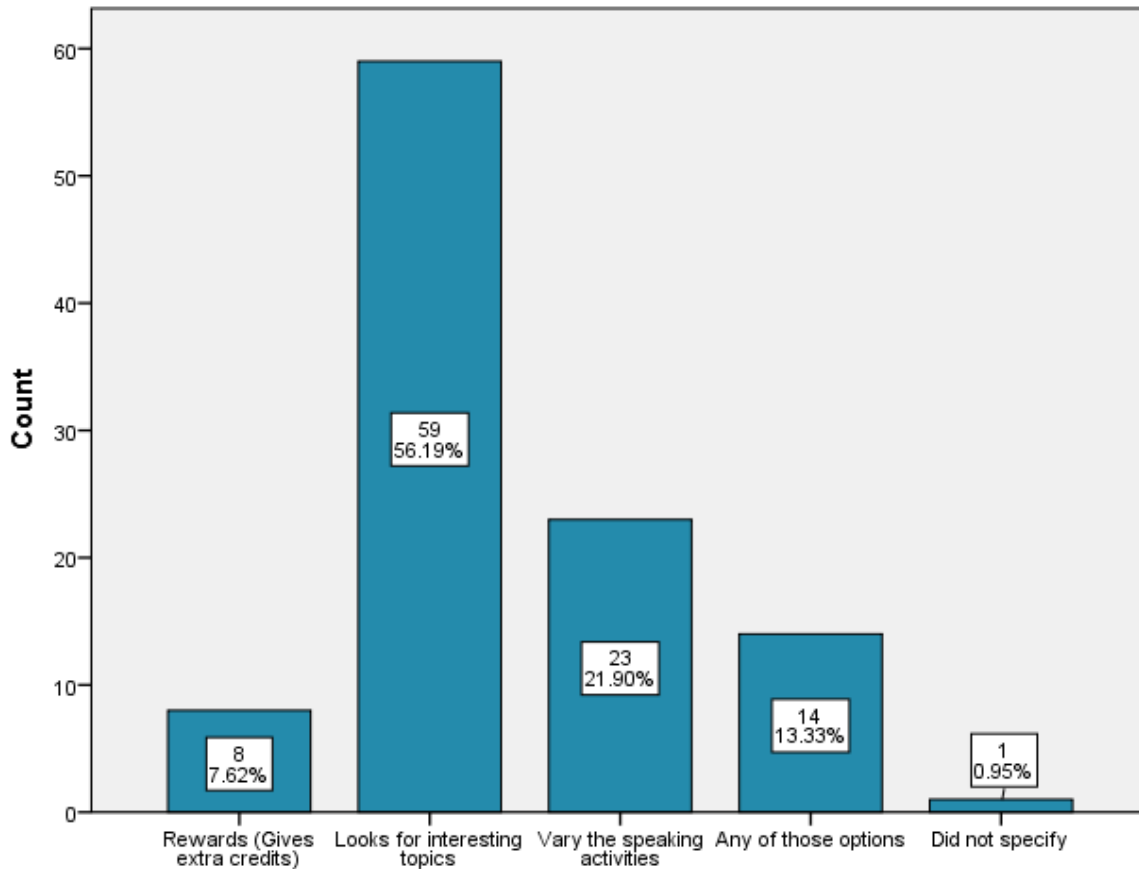
Graph 21



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

According to the findings, the 34.29% of students assure that the teacher always uses phrases to praise their participation; instead, the 27.62% of them say that the teacher uses very often to praise them when they participate in English speaking activities. Then, the 21.90% of students state that the teacher almost always uses phrases such as “good job,” “excellent,” after they participate in speaking activities. Finally, the 12.38% of students say that the teacher rarely uses those phrases, and the 3.81% of them assure that never.

Graph 22

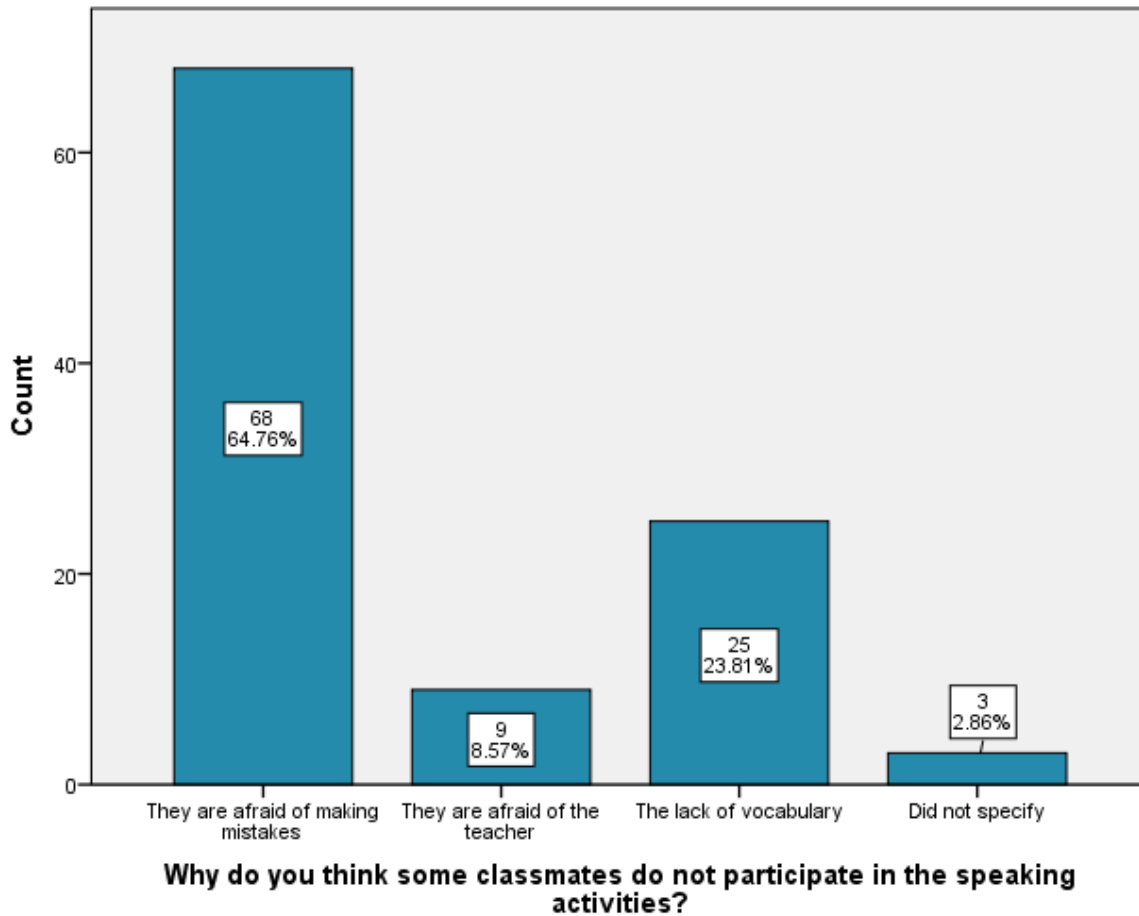


What does your English teacher do to motivate you to participate in class?

Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

Based on the results, 56.19% of students assure that teachers look for interesting topics to motivate students to participate in class. While 21.90% of students state that teachers vary the speaking activities in order to motivate their participation. 13.33% of students say that they participate due to teacher provides them with reward (extra credits), promote their participation by looking for interesting topics or vary the speaking activities. 7.62% of students state that teacher encourage them to participate by giving them rewards (extra credits). A small percentage of 0.95% of students did not specify their answer.

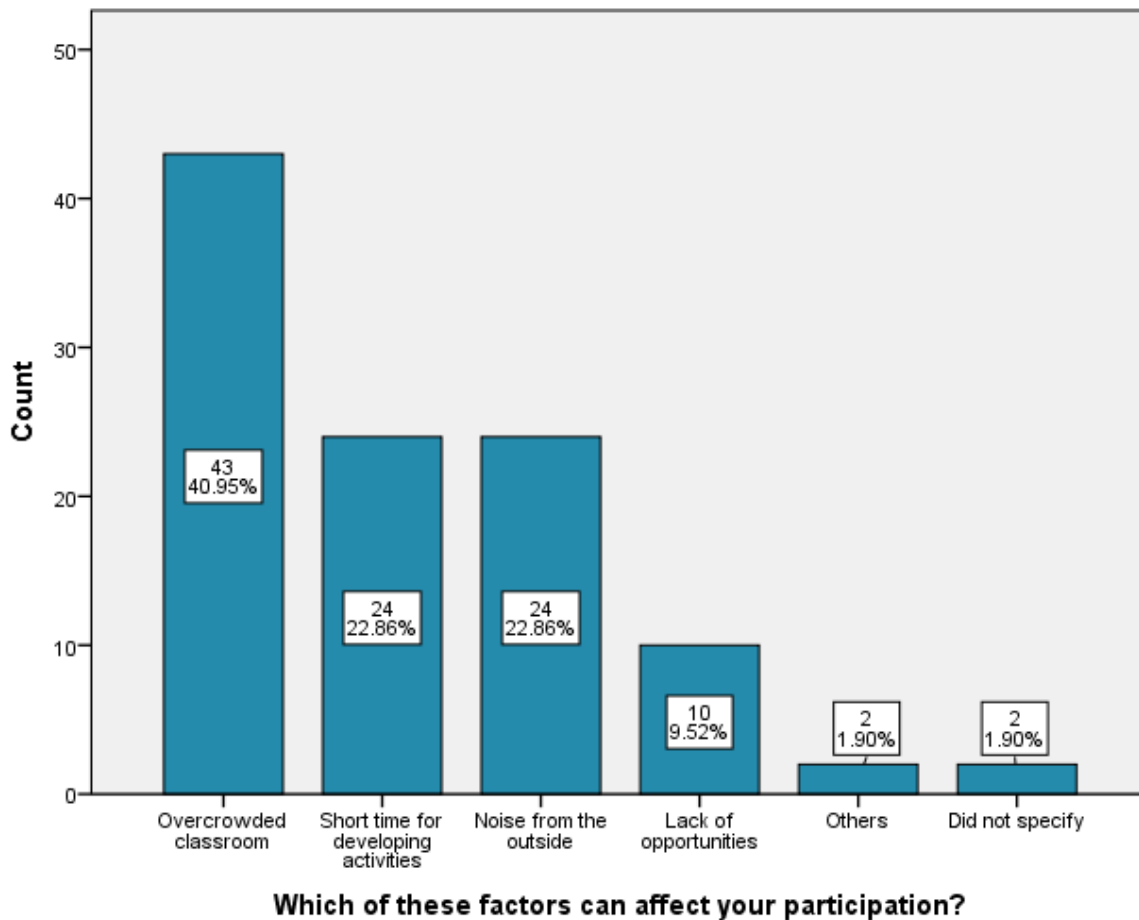
Graph 23



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

It is clearly seen that 64.76% of students consider that their classmates do not participate in the speaking activities because they are afraid of making mistakes, which leads some students to even fail the course. 23.81% of students think that their classmates do not participate because they lack of vocabulary. A small group of students think that their classmates do not participate because they are afraid of the teacher. A small percentage of 2.86% did not specify their answer

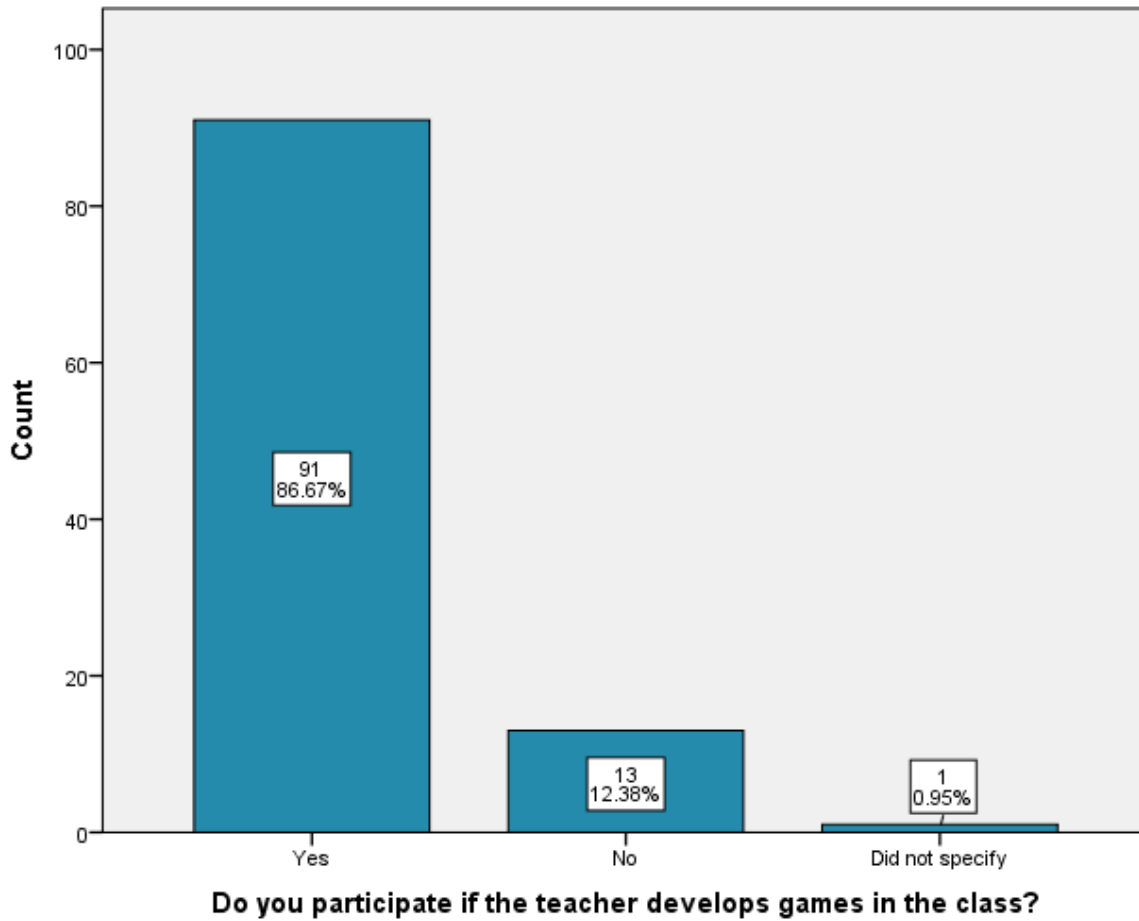
Graph 24



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Inglés Opción Enseñanza semester II-2014

This graph shows that 40.95% of students state that their participation is affected due to classrooms are overcrowded. While some students think that short time for developing activities and the noise from the outside is one of the factors that affect their participation. This two factors are represented by 22.86% each. Some of the student, which is represented by 9.52%, consider that their participation is affected because of the lack of opportunities in their English classes.

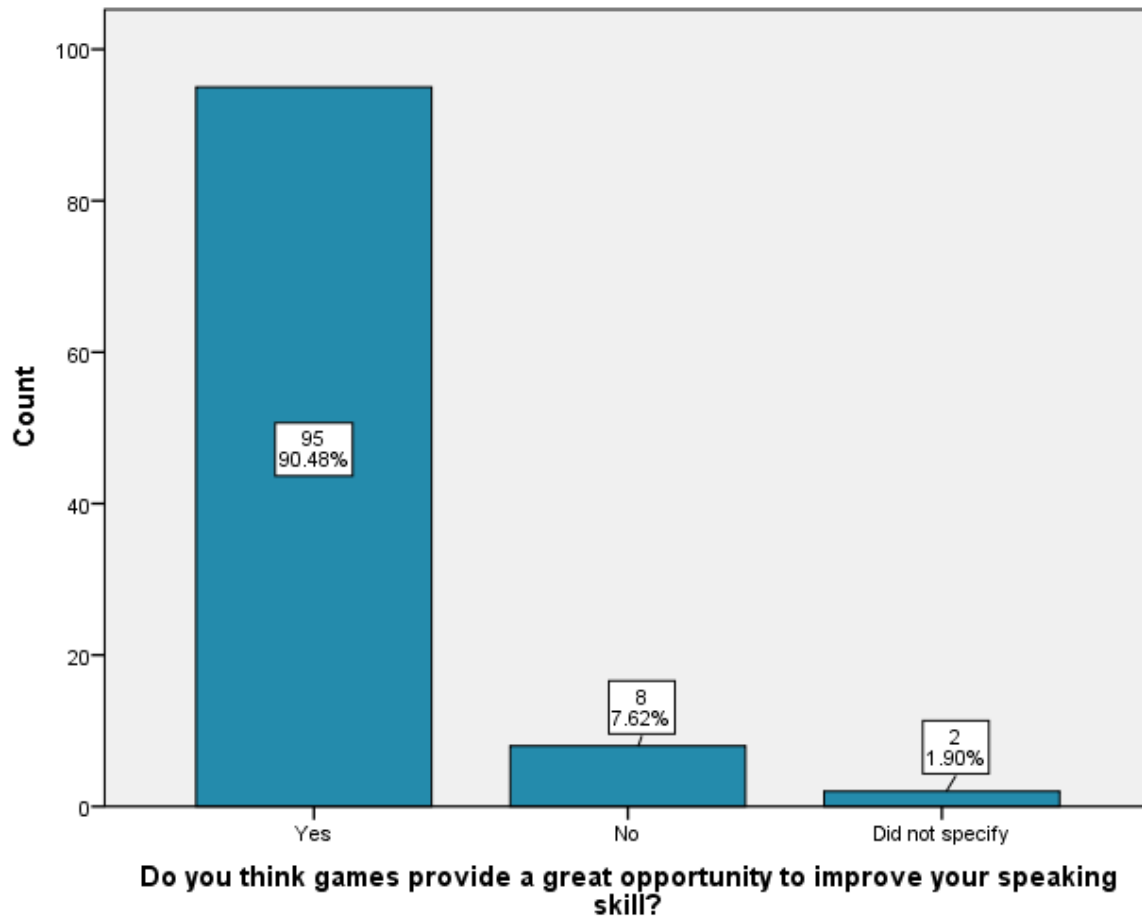
Graph 25



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

A great number of students say that they are motivated to participate when games are developed in the class. This number of students is represented by 86.67% of the population. While 12.38% of students say that they do not participate if teachers develop games and 0.95% of students did not specify their answers.

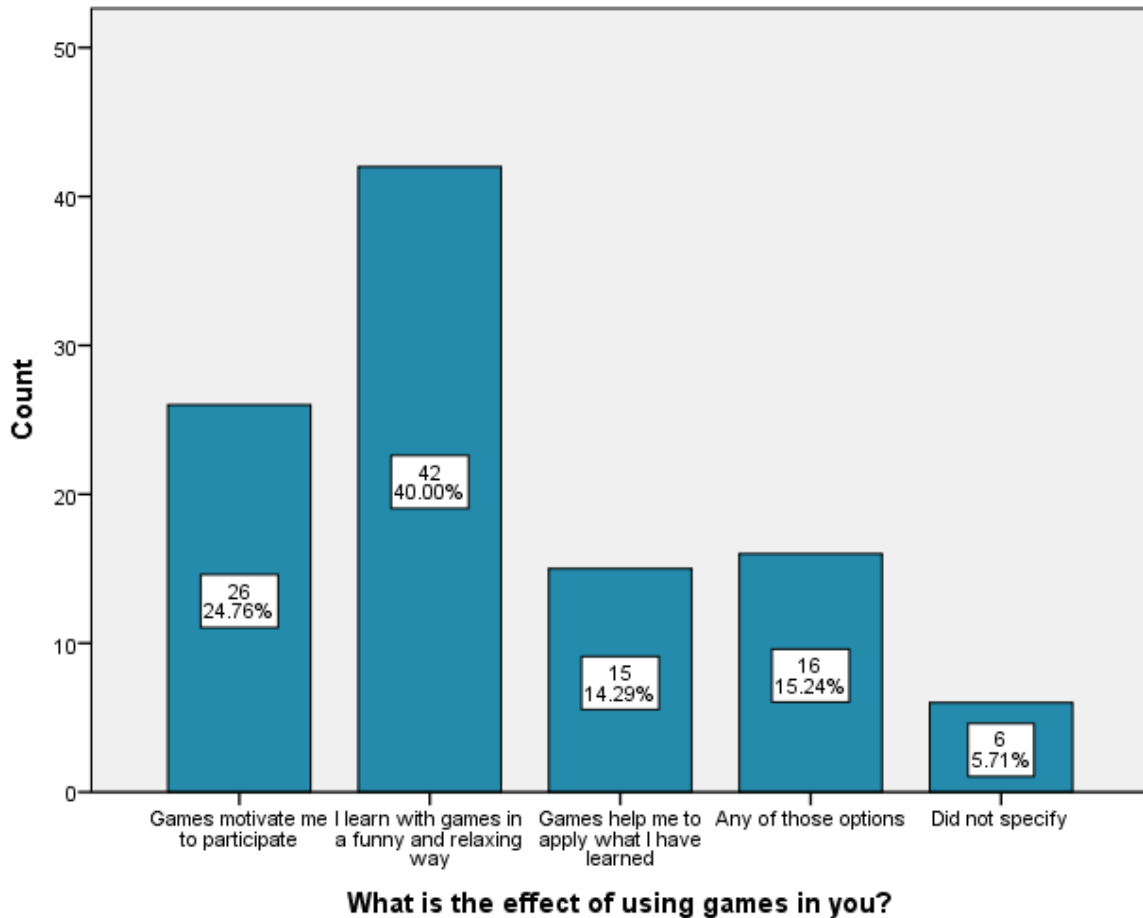
Graph 26



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

This graph shows that 90.48% of students think that games provide a great opportunity to improve their speaking skill. On the other hand, 7.62% of students think that games do not provide a great opportunity to improve their speaking skill. Only 1.90% of the population did not specify their answers.

Graph 27

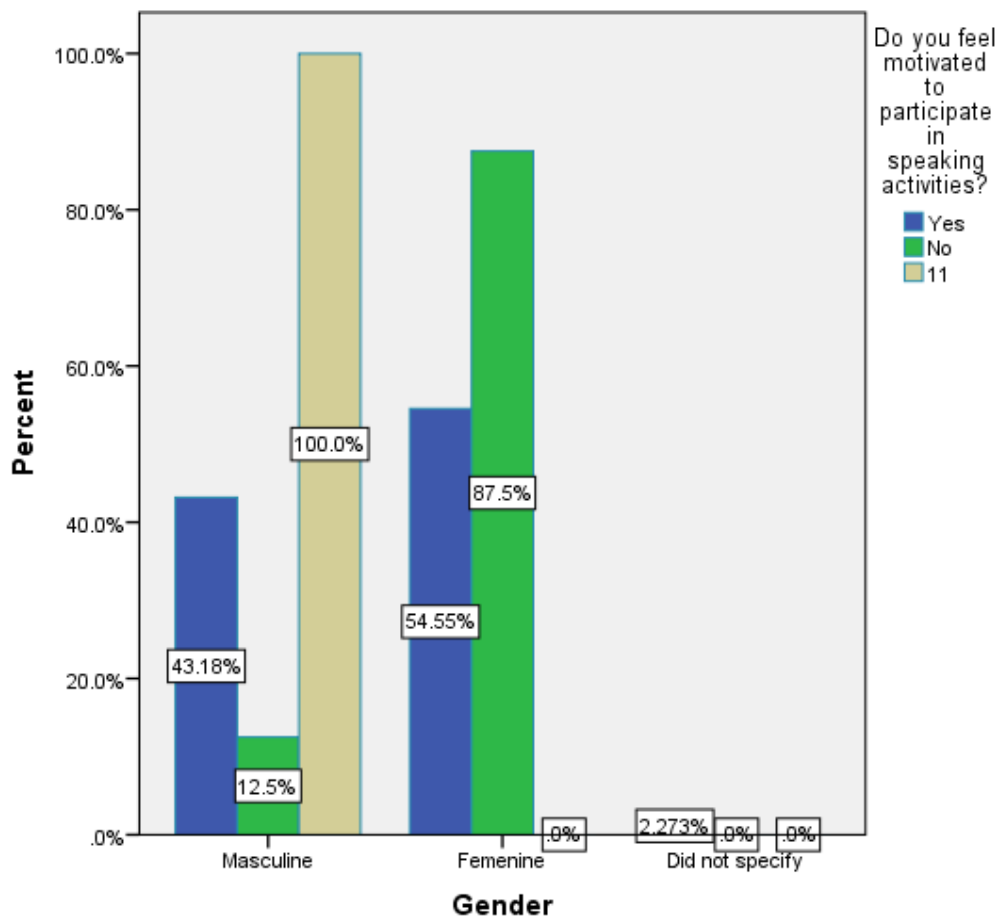


Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Inglés Opción Enseñanza semester II-2014

40.00% of students say that games make them learn in a funny and relaxing way. 24.76% students consider that games motivate them to participate in the English class. Some of the students consider that games motivate them to participate in the class, make them learn in a funny and relaxing way; and also, help them to apply what they have learned during the course. This is represented by 15.24% of the students. It is important to mention that a 14.29% of the students consider that games help them to apply what they have learned during the course and a small percentage of 5.71% of the students did not specify their answers.

ANALISYS BIVARIATE

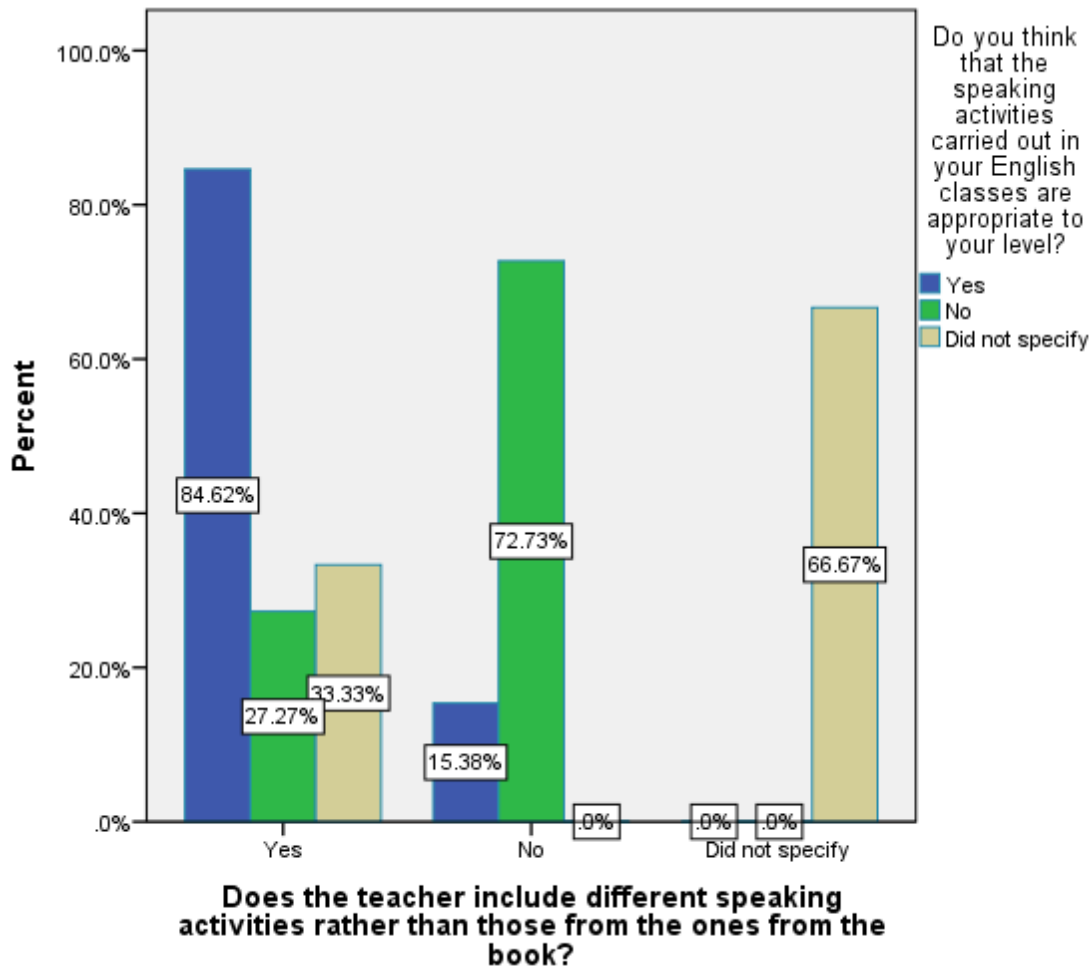
Graph



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

In this graph, masculine representing the 43.18% state that they feel motivated to participate in speaking activities and the 12.5% are not motivated. On the other side, females representing the 54.55% say they do feel motivated to participate in speaking activities in their classes, the 87.5% of females say they do not.

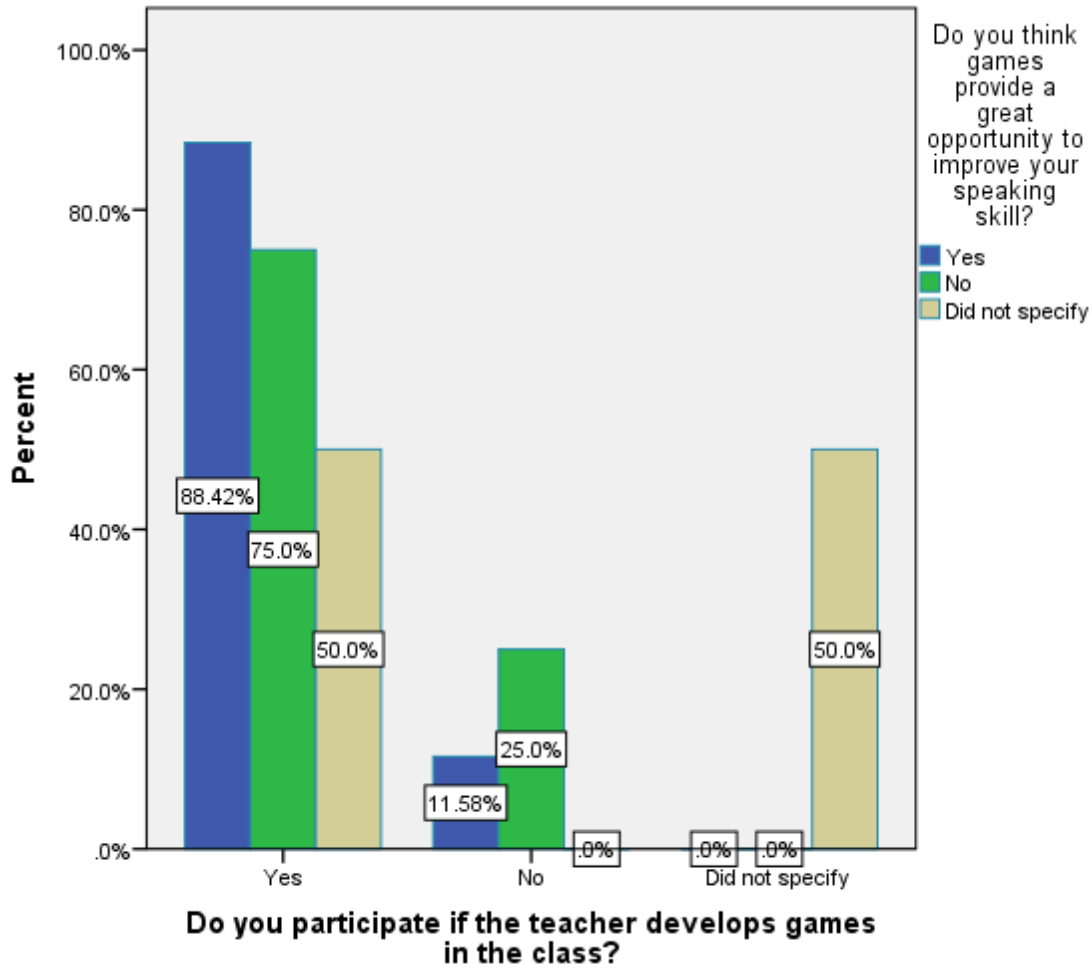
Graph 2



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

In this graph, represents the 84.62% of students assuring that the speaking activities carried out in their classes are appropriate to their level and also that the teacher includes different activities than the ones presented in the book. Then, the 72.73% of them say no to these questions and the 66.67% did not specify the answer.

Graph 3



Source: Questionnaire administered to Advanced English I students from Licenciatura en Idioma Ingles Opción Enseñanza semester II-2014

In this, graph, the “Yes” value represents the highest percent with 88.42% and 75% in which students affirm that they participate if the teacher develops games in the class and that games provide an opportunity to improve their English. On the contrary, the 11.58% and 25% of them say that games do not and they do not participate in speaking activities that include games.

CLASSROOM OBSERVATION

Procedure

The study was conducted during the second semester of the academic year of 2014. An exploratory research was carried out and the study was mainly focused on the importance of the variety of speaking activities to trigger Advance Intensive English 1 students' participation. Five groups of Advance Intensive English 1 were selected as the population of this research. In order to gather information, an observation and a questionnaire was developed because the main purpose was to know students' perceptions and observe the behavior of the students. Therefore, an observation undoubtedly fits in this research.

Observation may be employed in the preliminary stages of a research project, to explore an area which can then be studied more fully utilizing other methods, or it can be used towards the end of a project to supplement or provide a check on data collected in interviews or surveys (Stacey, 1960, Bennett, 1976, Rex and Tomlinson, 1979).

Data gathering Plan of the classroom observation

The observation was held in the five group of the English course. A schedule was organized with every teacher. After getting teachers' permission, the class observation was carried out during two weeks. The observation was carried out just for one week. It means one week for each group.

In order to obtain the information, a check list was designed. This check list was designed and conducted for a two-hour class. As soon as the observations week ended; the survey

was administered because if we do it before we could affect the students' interaction. And also in order to not disrupt the class we decided to do it in that way.

Observation Design

The observation was structured and it was a non-participant observation. According to Bell (2010) the structured approach can also be criticized as being subjective and biased.

However, you will already have formulated a hypothesis or identified the objective of your study and the importance of observing some aspects of behavior will have become apparent. In the design of the observation, examples were taken from other researches and they were adapted to this study. The check list was divided in two sections which are speaking activities and students' participation; and also, there was a space for taking notes. The check list facilitated the observer to obtain the data. It is important to mention that the information gathered from the observation helped to contrast and/or backup the information obtained from the questionnaire.

Bell (2010) argues that a non-participant observer sees the situation for the first time versus the participant observer in which can be bias, because the observer gets involve in the community and can be more extended.

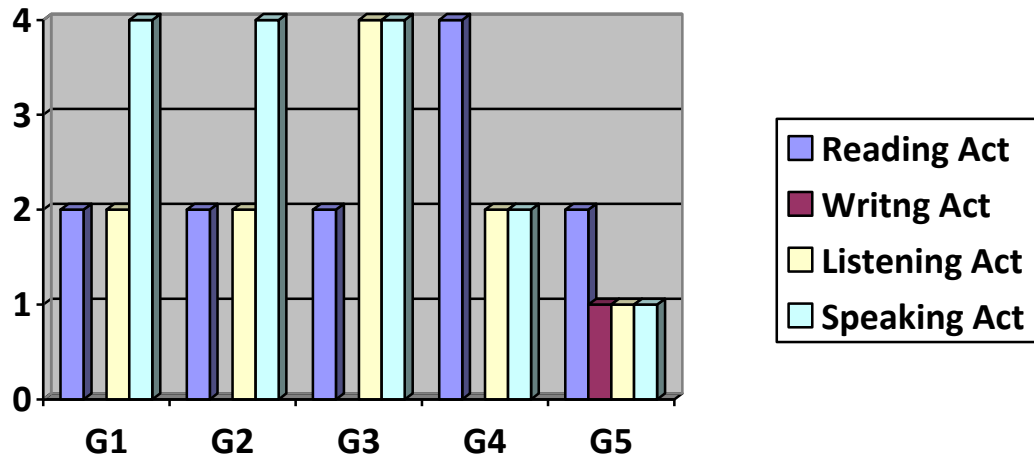
Analyze and interpret the data

Section 1: Speaking Activities

1. Which activities are developed in the English Classes?

GROUP	Week of observation	Reading activities	Writing Activities	Listening Activities	Speaking Activities	All 4 skills were practiced
G1	01	2		2	4	
G2	03	2		2	4	
G3	02	2		4	4	
G4	03	4		2	2	
G5	01	2	1	1	1	

Table1

Graph 1

Mode: Speaking Activities

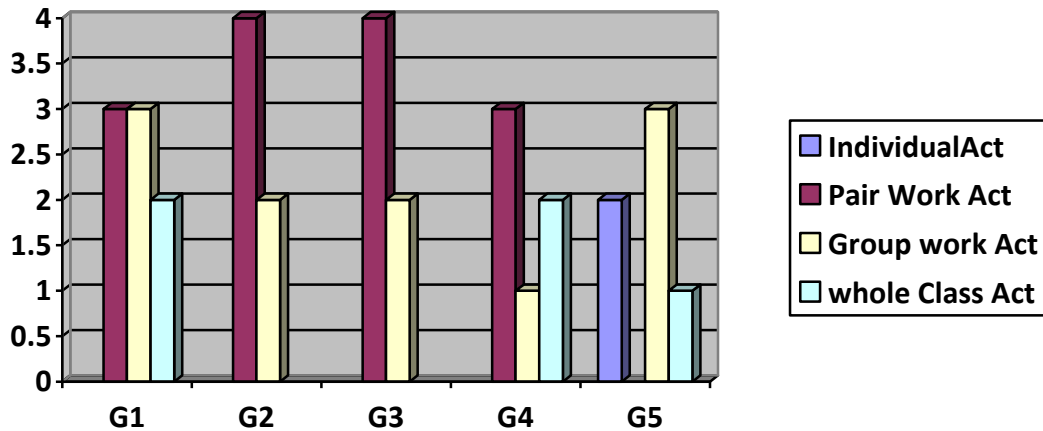
As can be seen in the Table 1, each group was observed during one week in different schedules. A schedule was organized and each observer was in charge of 1 or 2 groups. The observer had the responsibility of bringing an observation check list and take notes about the English class. The first statement of the observation check list is basically related with the four skills, since they are important in the development of the teaching and learning process. In addition, it can be seen in the Table 1. The *Speaking Activities* are the most developed in the fifth groups of Advance English I and the least is *Writing Activities*. *Speaking Activities* is the mode in that table and follow by the *Reading Activities*. Even though the four activities are developed in the English classes, the ones that appear in the Table1 were the most used during the observation week.

2. Which of the following speaking classroom activities have been developed during the class?

GROUP	Week of obsrvation	Individual Activities	Pair work Activities	Group work Activities	Whole class Activities	Any of those activities
G1	01		3	3	2	
G2	03		4	2		
G3	02		4	2		
G4	03		3	1	2	
G5	01	2		3	1	

Table 2

Graph 2



Mode: Pair Work Activities

As can be seen in the Table2, in section, the observer tried to make the differences between the speaking activities (role-plays, dramas, discussions, debates, etc.) and the difference between speaking classroom activities (Individual, pair work, group work and whole class activities). Richards and Bohlke (2011) claimed that the class size is another important aspect to consider; as well as classroom arrangement. That is why the speaking classroom activities play an important part in the research project. According to some experts, classroom arrangement develops students' participation levels. For instance, when asking students to work in pair, the teacher may ask a student who has a very high participation level and competence work with another who is reluctant or afraid of using the language. However, it was not happening in the classroom because the students chose their partners

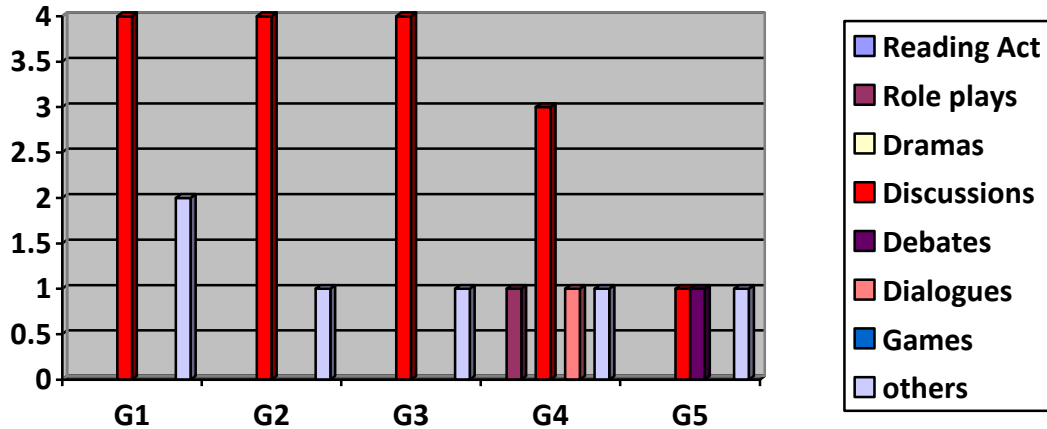
for working in pair and in group in which they feel confident. As a results in the Table 2, the Pair work activity was the most developed during the class and the reasons were that the space, the class size and the speaking activities allow the teacher arrange the students to work in pairs. In addition, Richards said that there are some benefits that students can obtain from working in pair and small groups. The students learn from hearing their classmates, their motivation increase and they develop fluency.

3. from the following speaking activities which is the most used in the English class?

GROUP	1 Week	Role- plays	Dramas	Discussions	Debates	Dialogues	Games	others
G1	01			4				(1)(3)
G2	03			4				(3)
G3	02			4				(3)
G4	03	1		3		1		(3)
G5	01				1			(2)

Table 3

Graph 3



Mode: Discussions

Others: 1. Presentation. (1)

2. Drilling. (2)

3. Reading Activities. (3)

In the Table 3 can be seen that the activity most used in the Advance English Courses is discussions in comparison with the *graph 7* from the questionnaire administered to students, it show the same result with 62.86% of students saying that discussion is the activity developed the most English classes. It does not mean that the other activities are less important; but, in the observation and in the questionnaire, they have a high level development in the class. The results from the questionnaire is presented as for, Graph 7:

Role-plays 4.76%, discussion 62.86%, debates 3.81%, dialogues 15.24% dramas, and games 0.95% and others 1.90%

The variety of speaking activities plays an important role in the learning process, as Khameis (2006) says that the teacher should capture the students' attention through the variety of speaking activities and she presented a series of activities that capture the students' attention such as: songs, poems, chants, dramas, stories, games, and Total Physical Response activities. Also, the activities in the Table 3 were selected from the list of variety of activities presented by Richards in his book "*Communicative Language Teaching Today (CLT)*" because those activities contain the essential characteristic that trigger the students' participation.

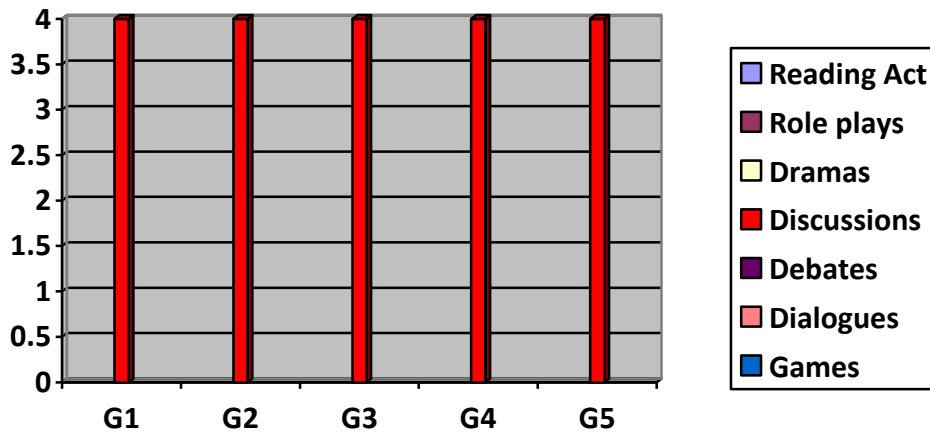
4. In which of the following speaking activities do students participate more?

GROUP	1 Week	Role- plays	Dramas	Discussions	Debates	Dialogues	Games	Others
G1	01			4				
G2	03			4				
G3	02			4				
G4	03			4				
G5	01			4				

Table 4

Mode: Discussion

Graph 4



In the Table 4 can be seen that *Discussion* is the activity in which the students participate more. The discussion is a type of activity in which the students share, compare and express opinions or belief. Through the discussion activities the students can work in pairs and small groups in which the students can share their opinions about a topic, and also listen to their classmates. When an interesting topic is in the class the students discuss freely about that, they use and producing the language. According to Richard discussion has the characteristic of the communicative practice that refers to activities where real communicative context and real information is exchanged and it is used to develop the language. Through the discussion, the students can develop fluency. The author also mentions that fluency is developed by creating classroom activities which students must

negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdown. That is why, the Discussion is the activity most use in the classroom.

Section 2: Conditions that make students participate.

Note: The numbers in columns above Yes and No are the number of the observations

In the class, Does the teacher...	Yes	%	No	%	N/O	%
ask for volunteers?	11	55%	9	45%	0	
call the students for their names in order to make them participate?	7	35%	13	65%	0	
use the attendant list for making them participate?	0	0%	20	100%	0	
praise the students after their participation in English speaking activities?	10	50%	10	50%	0	
In the class, Do the students...						
raise their hands if they want to participate?	5	25%	15	75%	0	
seem willing to participate?	12	60%	8	40%	0	

seem reluctant to participate?	8	40%	12	60%	0	
remain silent when teacher ask them for participation?	10	50%	10	50%		
touch each other for encouraging other partner to participate?	1	5%	19	95%	0	
start talking with their classmate when the teacher asks for participation?	11	55%	9	45%	0	
use the cellphone when teacher ask for participation?	12	60%	8	40%	0	
hide behind other partners, desk or the columns of classroom?	1	5%	19	95%	0	

Adaptation from: An Exploration of the Causes of Saudi Students Reluctance to Participate in the English

Language Classroom. International Journal of English Language Education.2013, vol.1, No.1

What teachers do in order to make the students participate?

According the results gather from the observation there are some way that teacher use in order to make the students participate. This observation check list shows that the 55% in the observations, teachers ask for volunteers and the 45% of the observations shows that teachers do not ask for volunteers. It is important to mention that this percentage is related

in which the teachers use interesting topics for making the students participate other strategic that teachers use.

In the 35% of the observations shows that teachers use the name of the students in order to motivate them to participate. Unfortunately, 65% of the observation shows that teachers do not use the name of the students.

The 100% of the observation made by this group shows that nobody use the attendance list for making the students participate in the activities.

The 50% of the observation shows that teacher praises the students after they participate and the other 50% shows that the teachers do not praises the students after they participate. Koniyama(2009, p.33) said that teachers motivate their students giving them extra credit or points in order to make them participate in the class or some teachers say “good job, excellent and so on”. Those are considered as a reward and it comes from the intrinsic motivation. “The intrinsic motivation has to be related with external factors such as rewards, interest in the language, and also self-motivation”.

How students show interest in their participation?

The 25% of the observation present that student raise their hands when they want to participate; and the other 75% of the observation shows that the students do not raise their hands. It does not mean that they participate without raising their hand; it means that they did not participate in the activities.

The 60% of the observation shows that the students seem willing to participate because they get involve with the topic and they pay attention carefully. The 40% of the observation shows that the student did not seem willing to participate, because they looked exhausted and bored. In the Graph 20 from the questionnaire demonstrates that he students participate because they are willing to do it, with a 65.71% of the students.

The 40% of the observation shows that the students were reluctant to participate. They did not show interest in the class and they did not participate. However, the other 60% of the surveys shows that the students participate when teachers ask about topics, or doing questions about something.

The 50% of the observation shows that the students remain silent when teachers ask for participation or he/she is talking about a topic or ask a general or indirect question for any student in specific. The other 50% of the observation shows that they do not wait for teaches call them because they raise their hand or without raise the hand, they talk. In the Graph 20 of the questioner 22.86% students said that they participate because the teachers push them to do it.

Some students participate because the classmates push them to participate however, during the observation week; this group has not noticed that. Even though the theory that the extrinsic motivation said that is an important factor that move someone to do something ,influenced by outside factor such as getting good grades, satisfy the teacher and classmates .the 95% of the observation did not show if the student participation come from other

classmates. 9.52% of the students said that they participate because their classmates push them to participate.

55% of the observation show that when the teacher ask the student for participation. They started talking with the classmate in order to avoid the teachers' petition. And the 45% of the observation shows that the students did not react in that disruptive behavior.

Even though this research is not about technological devises, it is important to mention that in this time are taking part in the English courses because all the students have something technological a cell phone, iPod, tablet, computer, etc. That is why this research has a statement base on that, which is Does the student uses a cellphone when teacher ask for participation? The 60% of the observations show that the students start using their cell phones when teacher asks for participation. It is evident that those devises are distracting the students and they do not participate because they are checking messages, chatting or playing.

The 95% of the observations show at this level the students did not hide behind other partners, desk or the columns of classroom. It means that when the students advance to the other levels the fear stated to decrease and they do not hide of the teacher; however, the 5% of one observation is from isolated cases in which the students hide behind a classmate or because of the space they were unfortunately behind the column of the classroom.

Something that must be added in this analysis is that even though teachers do not ask for volunteer, they engage the students with the interesting topic that the book suggested such as: Traditions, technology, Emotional life of the plants and those topics were applied into the real context. In addition, the Graph 22 of the questionnaire, the question was: What does your teacher do to motivate you to participate in the class? 56.19% of the students said that teachers used interesting topic in order to motivate them to participate. According to Brown (2007a), an EFL teacher must encourage students to use language for social interaction in the classroom since this helps them acquire the language in more natural contexts.

The amount of students that participated in the class was approximate 6 or 7 that frequently participate. However, in the Graph 17 of the questionnaire, the students evaluated their participation in the speaking activities.85.71% of the students as they have a GOOD participation. And also, in the Graph 15 of the questionnaire, the question was: How often do you participate in the speaking activities? The 35.24% of the students said that they participate almost always.

VIII. FINDINGS

A. ANSWERS TO THE RESEARCH QUESTIONS

- ❖ How often are speaking activities applied in the English classes to trigger students' participation?

Based on the findings, speaking activities are always implemented in the English class, which confirms that the most demanded skill for a teacher to develop is the speaking skill.

- ❖ What are the speaking activities used the most in the English classes that enhances students' participation?

The speaking activities that are used the most in the English classes are discussions, dialogues and role plays.

- ❖ What are students' perception/opinions about the speaking activities that the teachers use in the English classes?

Students consider that the speaking activities implemented in the English classes are interesting. They also think that the speaking activities develop their speaking skill in a very effective way.

- ❖ What is the students' attitude in regards of their participation in the speaking activities?

Based on the information gathered, students evaluate their participation as being good. However, the majority of students feel that they need to improve their English when participating in the speaking activities. It is worthy to say that a great number of students feel satisfied with their participation in the activities. A small number of students feel ashamed because they do not know if they do it well when they participate in the speaking activities.

B. MOST OUTSTANDING FINDINGS

Based on the data gathered, the study reveals that the most developed activities in the English classes are speaking activities. A great number of students confirm that speaking activities are always used in the class. It is worthy to say that the majority of students consider that the speaking activities carried out in the class are interesting, which leads to believe that teachers are doing a great job. Since students consider that speaking activities are interesting, they also consider that speaking activities help them to develop their speaking skill in a very effective way. A great number of students think that speaking activities carried out the class help them to improve fluency, pronunciation, vocabulary and grammar. It is important to mention that classroom activities students consider give them more chance to participate are group work activities, pair work activities and whole class activities. Students also believe that when teachers vary the speaking activities they have opportunities to practice the language.

Students' self-motivation and teachers' motivation is a principal factor that makes students' participation levels increase. According to Koriyama(2009) The teacher's motivation is one of the main aspect that move students to participate .The motivation that the teacher gives to students has to be in two different forms such as intrinsic and extrinsic motivation "The intrinsic motivation has to be related with external factors such as rewards, interest in the language, and also self-motivation."

Moreover, the use of variety of speaking activities triggers students to actively participate in speaking activities. The teacher's methodology is another important aspect that encourages students' participation. According to Cervantes (2009), students are interested in the methods, strategies and techniques that the teacher is going to use in order to carry out the class. In order to make students participate, teachers can vary the speaking activities; and the classroom activities teachers may use are class discussion, group activities, pair activities and games. This last technique is the most useful in order to increase participation. In the article, "Livening Up College English Classes with Games" Cervantes (2009) confirmed that games make an effect on the student's participation, the student's attitude and the student's learning. Hence, it is affirmed that students under study declared they like to participate in games and that if they were teachers they would use games as a good way to make students put into practice their English. Definitely, throughout the administration of the questionnaire and the observation carried out in English Advanced I classes, it was found that students participate if teachers engage them,

if students are willing to participate and if the methodology that the teachers use allows them to participate. All those aspects move the students to participate.

In this regard, the strategies the teacher should focus on should be interesting and should capture students' attention, too, and the implementation of interesting activities in classroom have to challenge and motivate students to speak, as well. Surveyed students declared that the most developed English speaking activities and in which they participated more are role-plays, discussions, and dialogues. Consequently, to take into consideration some activities such as songs which can develop language skills and bring enjoyment to the class, chants, drama, stories, role-plays, debates, games and Total Physical Response TPR activities. Finally, both verbal use of humor, use of students' first names and nonverbal eye contact, positive gestures can be useful strategies to motivate students to participate in speaking activities in the classroom.

IX. CONCLUSIONS

IX. CONCLUSIONS

1. Among the 105 undergraduate students under study, the majority of students participate actively in the development of speaking activities, whereas a small number of students do not.
2. Besides, the majority of those students consider themselves self-motivated to participate in speaking activities.
3. As Brown (2007) states that discussions, role-plays, and dialogues are effective activities which motivate students to participate in speaking activities. The findings show that teachers of Advanced English levels are on the right way since they are carrying out these types of activities not only to motivate students but also to increase students' oral skill.
4. As a conclusion, students demonstrated that what really triggers them to participate is the variety of speaking activities and the interesting topics developed in the class.

X. RECOMENDATIONS

X.RECOMMENDATIONS

1. To maintain those activities such as discussions, dialogues and role-plays which so far motivate students to participate in the development of speaking activities
2. To include interesting topics brought from the current events of from the text book
3. To include games that allow students to participate in speaking activities as Cervantes (2009) states games provide a great opportunity to increase participation, change students attitudes and the acquisition of the language is in an excellent environment.
4. To include supplementary materials such as visual aids, audios, photocopies, in order to make the speaking activities that the book presents more appealing
5. To challenge students with activities such as impromptu speeches, debates, presentation, dramas, class discussions, etc.; so that they can have freedom to produce the language.

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ANNEXES

ANNEXE A

“Format for the research report”

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

“Format for the research report”

- i. Front page
- ii. Index
- iii. Introduction

I. STATEMENT OF THE PROBLEM

- A. Historical framework
- B. Description of the problem
- C. Objectives
- D. Research questions
- E. Justification/rationale
- F. Delimitation of the problem

II. THEORETICAL FRAMEWORK

III. TYPE OF STUDY

IV. RESEARCH DESIGN

V. POPULATION AND SAMPLE

- A. Population
- B. Sample

VI. DATA GATHERING PROCESS

- C. Research instrument(s)
- D. Data gathering plan

VII. DATA ANALYSIS

- D. Data base
- E. Statistical procedures
- F. Data analysis
 - 4. Univariate analysis
 - 5. Bivariate analysis

VIII. FINDINGS

- C. Answers to the research questions

D. Most outstanding findings

IX. CONCLUSIONS

X. RECOMMENDATIONS

ANNEXES

Annex A. Research

ANNEXE B

**Surveys and Observation instruments
administered to Advanced English I
students from Licenciatura en Idioma
Ingles Opción Enseñanza.
Semester II-2014**

DATA COLLECTION INSTRUMENT
SURVEY

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

OBJECTIVE: to collect information related to the topic “The Importance of Using Variety of Speaking Activities to Trigger Advance English I students’ Participation at the Department of Foreign Languages, University of El Salvador, year 2014”

GENDER F M

DIRECTION: Read each of the questions presented below and mark with an X one of the answer that you consider appropriate.

1. Which activity is developed the most in your English classes?(Mark only one)

Reading activities	Listening activities	Writing activities	Speaking activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How often are speaking activities developed in your English classes?

Very often	Always	Almost always	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How do you consider the speaking activities in your English class?

Boring	interesting	Need to improve	Others:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

4. How do you consider that speaking activities help you develop your English?

Effectively	Poorly	average	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. In which area do you think the speaking activities help you more? (Mark only one).

Vocabulary	Grammar	Pronunciation	fluency	All of them
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. From the following speaking activities, which is the most used in your English class? (choose one option)

Role-plays Debates
Dramas Dialogues

Discussions Games
 Other _____

7. From the list , which activity IS RARELY used in your English class (Mark only one)

Role-plays Debates
 Dramas Dialogues
 Discussions Games

Other _____

8. Which of the following speaking classroom activities do you consider gives you more chance to improve your English? (Mark only one)

Individual work activities
 Pair work activities
 Group work activities
 Whole class activities
 Any of those activities

9. Which of the following speaking classroom activities do you prefer more? (Mark only one).

Individual activities
 Pair work activities
 Group work activities
 Whole class activities
 Any of those activities

10. Does the teacher include different speaking activities rather than those from the ones from the book?

Yes No

11. Do you think that the speaking activities that the book presents are appealing to you?

Yes No

12. Do you think that the speaking activities carried out in your English classes are appropriate to your level?

Yes No

13. What benefits come from using a variety of speaking activities?

Learn in a comfortable way

Opportunities to practice the language

Turn the English classroom into an active, safe and enjoyable place

14. How often do you participate in speaking activities in your English classes?

Very often	Always	Almost always	Rarely	Never

15. In which of the following speaking activities do you participate more? (Mark one option).

Role-plays	<input type="checkbox"/>	Debates	<input type="checkbox"/>
Dramas	<input type="checkbox"/>	Dialogues	<input type="checkbox"/>
Discussions	<input type="checkbox"/>	Games	<input type="checkbox"/>

16. How do you evaluate your participation in the speaking activities?

Excellent	Good	Poor	Unacceptable

17. How do you feel when you participate in speaking activities?

Satisfied with your participation	<input type="checkbox"/>
As if you need to improve your English	<input type="checkbox"/>
Ashamed, because you don't know if you did it well	<input type="checkbox"/>

18. Do you feel motivated to participate in English speaking activities?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Why? _____

19. When you participate in English speaking activities, you do it because:

You are willing to do it	<input type="checkbox"/>
The teacher encourages you to do it	<input type="checkbox"/>
Your friends encourage you to do it	<input type="checkbox"/>

20. How often does the teacher use phrases such as “good job,” “excellent,” etc. after you participation in English speaking activities?

Very often	Always	Almost always	Rarely	Never

21. What does your English teacher do to motivate you to participate in class? (Mark only one).

- Rewards (gives extra credits)
- Looks for interesting topics
- Vary the speaking activities
- Any of those options

22. Why do you think some classmates do not participate in the speaking activities?(Mark only one)

- They are afraid of making mistakes
- They are afraid of the teacher
- The lack of vocabulary

23. Which of these factors can affect your participation?

- Overcrowded classroom
- Short time for developing activities
- Noise from the outside
- Lack of opportunities

Others _____

24. Do you participate if the teacher develops games in the class?

- Yes No

25. Do you think games provide a great opportunity to improve your speaking skill?

- Yes No

26. What is the effect of using games in you?

- Games motivate me to participate
- I learn with games in fun and relax way
- Games help me to apply what I have learned
- Any of those options

27. Which speaking activity can you suggest to teachers for motivating the students' participation?

DATA COLLECTION INSTRUMENT

**OBSERVATION CHECK LIST
UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT**

DATE: _____ **TIME:** _____

COURSE: _____ **GROUP:** _____

OBSERVER: _____

OBJECTIVE: to collect information related to the topic “The Importance of Using Variety of Speaking Activities to Trigger Advance English I students’ Participation at the Department of Foreign Languages, University of El Salvador, year 2014”

Direction: put a check (√) in the option that you consider appropriate

5. Which activity is developed the most in the English classes?

Reading activities Listening activities All 4 skills were practiced

Writing activities Speaking activities

2. Which of the following speaking classroom activities have been developed during the class?

Individual activities	<input type="checkbox"/>
Pair work activities	<input type="checkbox"/>
Group work activities	<input type="checkbox"/>
Whole class activities	<input type="checkbox"/>
Any of those activities	<input type="checkbox"/>

3. From the following speaking activities which is the most used in the English class?

Role-plays	<input type="checkbox"/>	Debates	<input type="checkbox"/>
Dramas	<input type="checkbox"/>	Dialogues	<input type="checkbox"/>
Discussions	<input type="checkbox"/>	Games	<input type="checkbox"/>

Others _____

TIME ACTIVITY: _____

4. In which of the following speaking activities do students participate more?

Role-plays	<input type="checkbox"/>	Debates	<input type="checkbox"/>
Dramas	<input type="checkbox"/>	Dialogues	<input type="checkbox"/>
Discussions	<input type="checkbox"/>	Games	<input type="checkbox"/>

Others _____

In the class, Does the teacher...	Yes	No	N/O
ask for volunteers?			
call the students for their names in order to make them participate?			
use the attendant list for making them participate?			
praise the students after their participation in English speaking activities?			
In the class, Do the students...			
raise their hands if they want to participate?			
seem willing to participate?			
seem reluctant to participate?			
remain silent when teacher ask them for participation?			
touch each other for encouraging other partner to participate?			
start talking with their classmate when the teacher asks for participation?			
use the cellphone when teacher ask for participation?			
hide behind other partners, desk or the columns of classroom?			

Adaptation from: An Exploration of the Causes of Saudi Students Reluctance to Participate in the English Language Classroom. International Journal of English Language Education.2013, vol.1, No.1

NOTE: _____

ANNEXE C

Time Table

Research Time table

Months/ weeks	July				August				September				October				November				
Activities	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Research group organization	█	█	█	█																	
Meeting with the advisor					█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Topic selection	█	█	█	█																	
Topic delimitation	█	█	█	█																	
Research question			█	█																	
Handing in of Project for corrections				█																	
Research objectives				█																	
Justification					█	█															
Research design						█	█	█													
Hypothesis									█												
Theoretical framework/ literature review									█	█	█										
Instrument design											█	█									
Pilot test													█								
Collection of the data														█	█	█					
Analysis of the data																█	█	█	█		
Recommendation																				█	█
Conclusion																				█	█
Tutorials																				█	█
First draft presentation with the corrections																				█	█

ANNEXE D

Concordance Table

Concordance table TOPIC: Intensive advanced English i students' class participation levels in the development of speaking activities in the English classes

Research questions	Objectives	Variables	Constructs	Questions (instruments)	Indicators	Technique
<ul style="list-style-type: none"> ❖ How often are speaking activities applied in the English classes to trigger students' participation? ❖ What are the speaking activities used the most in the English classes that enhances students' participation? ❖ What are students' perception/opinions about the speaking activities that the teachers use in the English classes? ❖ What is the students' attitude in regards of their participation in the speaking activities? 	<p>General Objective:</p> <p>To determine the frequency in which speaking activities are applied in order to trigger students' participation</p> <p>Specific Objectives:</p> <p>To identify the most used speaking activities that enhances students' participation</p> <p>To elicit students' perception/opinions of speaking activities teachers use in the English classes</p> <p>To find out if students are willing to participate or if they are forced to do it</p>	<p>INDEPENDENT</p> <p>The use of variety of speaking activities</p> <p>DEPENDENT:</p> <p>To trigger students' participation</p>	<p>Frequency of speaking</p> <p>Students' motivation</p> <p>Students' participation</p> <p>Intrinsic Motivation</p> <p>Gender</p>	<ul style="list-style-type: none"> ❖ How often do you participate in speaking activities in your English classes? ❖ What does your English teacher do to motivate you to participate in class? ❖ What motivates you to participate in speaking activities? ❖ Which of the following speaking classroom activities do you prefer more? ❖ Which of the following speaking activities does the teacher frequently develop in the class? ❖ Do you think that the speaking activities that the book presents are appealing to you? ❖ In which of the following speaking activities do you participate more? ❖ Do you think games provide a great opportunity to improve your speaking skill? ❖ Do you consider class participation a good way to increase your speaking skill? ❖ Do you participate if the teacher develops games in the class? ❖ What is your gender? 	<p>The number of students who participate in the speaking activities</p> <p>Number of speaking activities developed in the class</p> <p>The variety of speaking activities carried out in the class</p> <p>Resources that teacher uses</p> <p>number of male and female respondents</p>	<ul style="list-style-type: none"> ❖ Variety of activities ❖ Use of games and rewards ❖ Good lesson planning

