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**CAUSES AFFECTING FIRST SEMESTER STUDENTS' ORAL PROFICIENCY IN  
PRE-INTERMEDIATE ENGLISH CLASS GROUP B1 IN THE ELT PROGRAM AT  
UNIVERSIDAD INDUSTRIAL DE SANTANDER 2007-2008.**

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**UNIVERSIDAD INDUSTRIAL DE SANTANDER  
FACULTAD DE CIENCIAS HUMANAS  
ESCUELA DE IDIOMAS  
LICENCIATURA EN INGLÉS  
BUCARAMANGA  
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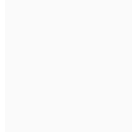
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**A Research Project submitted as part of the fulfillment of the Requirements for  
the Bachelor's Degree in English Language Teaching**

**Research Advisor:  
Professor YULIAN MARTÍNEZ**

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ESCUELA DE IDIOMAS  
LICENCIATURA EN INGLÉS  
BUCARAMANGA  
2009**



To our families,  
with our deepest  
appreciation for their  
patience,  
encouragement, and  
support throughout  
this project

## **ACKNOWLEDGEMENTS**

It would not have been possible to write this research project without the continuous support, help, and guidance of Professor Yulian Martinez Escobar. We would like to thank him because he continually and convincingly conveyed encouragement and direction to us.

We are also greatly indebted to all our ELT Program Professors, whose knowledge and guidance imparted helped us to become what we are now.

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## RESUMEN

**TITULO: CAUSES AFFECTING FIRST SEMESTER STUDENTS' ORAL PROFICIENCY IN PRE-INTERMEDIATE ENGLISH CLASS GROUP B1 IN THE ELT PROGRAM AT UNIVERSIDAD INDUSTRIAL DE SANTANDER 2007-2008.\***

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**PALABRAS CLAVES:** producción oral, patrones de interacción, participación, observaciones, análisis de necesidades, entrevistas.

El proyecto investigativo tiene como intención identificar las causas que afectan la producción oral en el grupo de inglés pre-intermedio B1. Ésta investigación se enfoca en la producción oral debido a que hace parte de la competencia comunicativa, y el desarrollo de esta competencia es un objetivo de la Licenciatura en inglés. La población tomada para esta investigación consiste en un grupo de estudiantes de primer semestre, 9 mujeres y 7 hombres entre las edades de 18 a 23 años.

El proyecto se desarrolló en tres etapas; durante la primera etapa, los instrumentos utilizados para la investigación fueron observaciones de clase. La segunda etapa tuvo como labor aplicar un análisis de necesidades el cual pretende identificar la importancia que los estudiantes de primer semestre del grupo B1 dan a la producción oral del inglés, la frecuencia con la que la practican, el tiempo que le dedican a dicha práctica y las estrategias empleadas para tal fin. Luego, se aplicó una entrevista estructurada la cual tenía como objetivo identificar aspectos referentes a la participación oral en clase así como la frecuencia de esta. El análisis de resultados, correlación de resultados y conclusiones, fueron parte de la tercera etapa. La investigación concluye presentando causas que afectan la producción oral así como factores que revelan falta de interés hacia la práctica de la segunda lengua y por consiguiente, al programa de Licenciatura en inglés.

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\* Trabajo de Grado

\*\* Facultad de Ciencias Humanas. Escuela de Idiomas. Director de Proyecto: Yulian Martínez

## ABSTRACT

**TITLE: CAUSES AFFECTING FIRST SEMESTER STUDENTS' ORAL PROFICIENCY IN PRE-INTERMEDIATE ENGLISH CLASS GROUP B1 IN THE ELT PROGRAM AT UNIVERSIDAD INDUSTRIAL DE SANTANDER 2007-2008.**

**AUTHORS: AMAYA CALDERÓN Oscar, GUERRA SUÁREZ Diego, ZAFRA LIZARRALDE Mónica.\*\***

**KEY WORDS:** oral proficiency, participation, interaction patterns, observations, structured interview, needs analysis.

This research intends to identify causes affecting oral proficiency in the Pre-Intermediate English group B1. The research team chooses to focus on this aspect of the communicative competence due to the fact that it is one of the objectives of the ELT program. The research population was Pre-Intermediate English class group B1 which is comprised of a group of 16 first semester students consisted in 9 female and 7 male from ages 18 to 23.

The research project was held in three stages; during the first one, the instruments utilized were Open-ended Observations, Focused Observations and Selective Observations. During the second stage, a Needs Analysis was applied in order to identify the importance of spoken English, the time, the frequency and the strategies they use to practice it. Likewise, the research team utilized a Structured Interview in order to describe the practice of the spoken English in the classroom as well as its frequency. This research concludes by describing causes that affect students' oral proficiency.

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\* Research Project

\*\* Faculty of Human Sciences. School of Languages. Project Advisor: Professor Yulian Martinez

## INTRODUCTION

### 1 STATEMENT OF RESEARCH PROBLEM

A student of the ELT Program must bear in mind the importance of his/her oral proficiency level for communicative purposes, job opportunities and in particular, for teaching English, which according to Academic Information (UIS Web) is one of the most important aims of the ELT program.

First semester students are introduced to English I (pre-intermediate) in the first semester of the ELT Program at Universidad Industrial de Santander. In this class, students develop English skills and competences as a basis for their personal development and basic knowledge to help them acquire more complex structures in L2.

According to the general objectives in the Pre-Intermediate English Class at the ELT program, first semester students taking Pre-Intermediate English will be able to:

- ◆ To interact with others by asking for personal information, telling anecdotes, discussing a plan or a program describing places or people and using role plays (Patterson and Nolan 2000) which are very important to encourage authentic communication.

- ◆ To speak clearly and correctly taking into account pronunciation of short and long vowels, consonants, diphthongs, triphthongs, and inflections: noun endings, verb endings.
- ◆ To use “real life” and “useful language” expressions and vocabulary in their oral interventions.

The research team however noticed a lack of oral participation by students in the classroom during the class observations that formed a part of the first stage of the research upon which this paper is based. The research team initiated the first stage in Classroom Action Research class in ninth semester with Professor Maribel Vega. The research team chose a group of first semester students using a random technique in order to carry out open ended-observations with the intention of finding a topic to be analyzed during the semester.

During Open-ended observations, the research team observed that some students from Pre-Intermediate English group B1 did not participate in oral activities. Thus, Focused Observations were carried out to determine the oral participating and non-participating students as well as their behavior in class in order to identify causes that might lead to more oral participation in some students than others. The research team attempts to identify factors that affect some students' oral participation during class hours.

## 2. JUSTIFICATION OF THE RESEARCH

According to Maria Dolores Garcia Pastor (2001), oral proficiency is one of the main concerns in the language teaching profession. This interest in helping students to achieve oral proficiency can be traced back to the impact of Communicative Competence Movement in the 1970's; followed by the emphasis on teaching for proficiency, with special attention to oral proficiency in the 1980's and the stressed importance of speaking, considered a primary goal ability over the 90's. (Omaggio, 1986)

Since one of the goals of the ELT Program at Universidad Industrial de Santander is training teachers with an advanced communicative competence level in L2, "*Formar docentes con una competencia comunicativa avanzada en el idioma Inglés*" (Academic Information, UIS Web) the research team focused their attention on one of the aspects of communicative competence which is oral proficiency. Competence being understood as a high proficiency when dealing with English based on grammar, reading, listening and sociolinguistics. (Ibid, N.p., n.d., n.pag.)

First semester students in the ELT program should be able to interact by asking and answering questions, describing objects, giving their opinion regardless of matter grammatical errors (Reed, 2003). For the reasons mentioned above, first semester students must be aware of the main objectives of the program.

### **3. OBJECTIVES**

#### **3.1 GENERAL OBJECTIVE OF THE RESEARCH**

To identify factors that affect oral proficiency in some students of Pre-Intermediate English group B1.

#### **3.2 SPECIFIC OBJECTIVES OF THE RESEARCH**

1. To establish the students' interest in the learning and teaching process of L2 in ELT Program at Universidad Industrial de Santander.
2. To determine the students' oral proficiency in group B1 by means of focused observations, which will comprise the following concepts: novice students, intermediate student, advanced students, superior students.
3. To identify the interaction patterns developed in Pre-Intermediate English class: teacher-student, student- teacher, student- student.

## **4. STATEMENT OF RESEARCH PURPOSE**

To identify the causes that may affect students' oral proficiency when participating in Pre-Intermediate English classes.

### **4.1 RESEARCH QUESTION**

Why do some Pre-Intermediate students participate in oral interaction activities in the classroom environment while others do not?

### **4.2 HYPOTHESES**

- ◆ Although the pre-intermediate class focuses on the development and the increased knowledge of English structures, the students may not use the spoken skill.
- ◆ Students may not use spoken English skills in class because they may not feel comfortable when talking with their peers.
- ◆ Students may not participate orally because they do not feel confident with the interlanguage system they have acquired.

## 5. THEORETICAL FRAMEWORK

### 5.1 LITERATURE REVIEW

The undeniable importance of oral proficiency and classroom oral participation (Stein, 1999) has arisen great interest among experts in the field which has led to different studies related to this topic (Lim, 1992; Wudong, 1994; Zhou, 1991, to name a few) and the importance of it when acquiring the second language (Hellerman 2006; Tsou 2005; Consolo 2006). To this matter, Consolo (2006) found that conversational interaction forms the basis for the development of syntax and provides the opportunity to practice grammar and vocabulary in a real context. Haymes (2005) summarized in his study that oral proficiency is “*the most important aspect of language learning*” (p. 1) *due* to the fact that most teaching and learning is evaluated in terms of the students’ ability to speak.

However, according to the results gathered from the observations, Pre-Intermediate English group B1 does not show a higher level of oral proficiency that includes the ability to communicate verbally in a functional and accurate way in the target language (Stein 1999); which is a negative aspect that may influence the development of the other three abilities (Gomez, 1995; Hellerman 2006).

It could be argued that students are in the first stage of second language acquisition “the silent/receptive or preproduction stage”, (Reed, 2003) since the learner faces sequential stages of language development in which he/she evolves from no knowledge of the L2 to a higher level of competence. Nevertheless, it is worth mentioning that first semester students are required basic competences in English before applying to the ELT Program. Furthermore, one of the main objectives of the ELT program is not learning English as in an English course; but training teachers “*Formar docentes...*”. (*Academic Information, UIS Web*) As a result, English training teachers must develop a high L2 proficiency level.

## **5.2 CONSTRUCTS**

### **Oral proficiency:**

Oral proficiency includes the ability to communicate orally in a functional and accurate way in the target language. A high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts (topics) and situations (Stein 1999).

### **Subcategories:**

**Interaction:**

Every single communicative act that promotes an interchange of: ideas, necessities, reactions and emotions within a classroom using the L2 (Inamullah, 2005). In addition, Consolo (2006) argues that interaction involves participation, personal engagement and taking of initiative in some way. In this paper, the use of L1 is not going to be measured as interaction.

**Interaction Patterns:**

All those English words interchanged by students. Inamullah, Muhammad (2005) described the types of interactions as three:

- ◆ Teacher-Student (interventions lead and generated by the teacher towards students)
- ◆ Student-Teacher (interventions lead and generated by the students towards the teacher)
- ◆ Student-Student (interventions lead and generated by the students towards classmates)

## Participation

Every time students contribute orally with the flow of the class, according to the following characteristics (*Paulson & Faust . n. d*):

- ◆ *Active*: The student speaks in L2 without being asked. (Tompson & Tompson 1996). Participation in class discussions and/or oral participation, based on students' participation in classroom, speech activities without being called on, such as expressing opinions, making recommendations and asking questions (e.g., see Gopinath, 1999; Mori, 2000)
- ◆ *Passive*: The student speaks in L2 only when asked.
- ◆ *Quality*: Participation helps to explore topic more deeply.
- ◆ *Quantity*: How long and frequent the interventions in L2 are in a determined period of time

Omaggio (1986) in her book "Teaching language in context" classifies the performance of the students in four stages depending on their language ability in listening and speaking.

## **Novice Student**

The student has limited expression in the language and no real functional ability to communicate with what they know. He also uses a few memorized words or phrases which unable to handle a real situation.

Such stage includes the following characteristics:

- ◆ *Participation:*

Participate passively

- ◆ *Interaction*

Teacher-student (in every case)

Student-teacher (hardly ever)

Student-student (seldom)

## **Intermediate Student**

Student creates expressions with the language “expressing thoughts, asking and answering questions”. Such students can handle “real situations” with a minimal use of the sociolinguistic competence.

Such stage includes the following characteristics:

- ◆ *Participation:*

Participate passively

- ◆ *Interaction:*

Teacher-student (regularly)

Student-teacher (occasionally)

Student-student (mostly)

### **Advanced Student**

Students who start speaking in paragraphs rather than in sentences demonstrating improvement in their strategic and discourse competence.

Such stage includes the following characteristics:

- ◆ *Participation:*

Active-Passive

- ◆ *Interaction:*

Teacher-student (always)

Student-teacher (always)

Student-student (always)

- ◆ Always in L2.

**Superior Student**

This fourth category, described by Omaggio (1986) as “professional level of proficiency, giving opinions, hypothesizing, explaining and describing in details” was not taken into account by the research team, since first year students are not expected to have this level, but to acquire it by means of practice and as part of their development process within the program.

## **6. RESEARCH METHODOLOGY**

### **6.1 PARTICIPANTS**

This research took place at Universidad Industrial de Santander from November 2007 to February 2008. Pre-Intermediate English Group B1 was chosen using a random technique. This sample consisted of 16 first semester students; 9 female and 7 male from ages 18 to 23. 13 attended public schools, 3 attended private schools.

### **6.2 RESEARCH DESIGN**

The research is exploratory since the research team wanted to observe the phenomena occurring in Pre-Intermediate English classes. After class observations, the information was analyzed and complemented by the students' responses in a structured interview. Therefore, the research team hypotheses were tested and correlated with every part of the data collected during the process. There are three stages within the data analysis and interpretation procedures:

### **6.3 DATA ANALYSIS AND INTERPRETATION PROCEDURES**

#### **First stage: from November 2007 to December 2007.**

The research team member chose a group of first semester students using a random technique in order to carry out open-ended observations, focused observations and selective observations.

Observations were held under the tutoring of Professor Maribel Vega in order to identify which students participate the most and how did they respond according to each activity.

#### **Second stage: from January 10<sup>th</sup> to January 31<sup>st</sup> 2008.**

During the second stage, the research team applied a Needs Analysis with the aid of Professor Vega in order to determine the students' interest in the learning and teaching process of L2 in the ELT Program at Universidad Industrial de Santander. In addition, the research team applied a Structured Interview (under tutoring of Professor Vega) to Pre-Intermediate English group B1 to identify the causes which might affect the students' oral proficiency in Pre-Intermediate English classes.

The findings gathered from each stage and instrument was analyzed graphically using computerized available software.

**Third stage: from February to July 2008.**

1. The class observations (Open-ended, Focused and Selective), which led to some initial findings, were conducted by the research team and later analyzed by means of a taxonomic analysis.
  
2. The needs analysis, as well as the structured interview, was applied by the research team to Pre-Intermediate group B1. The results were analyzed by means of charts using computerized available software.
  
3. Finally, the results gathered from the taxonomies, the needs analysis and the structured interview, were correlated with the intention of arriving at a final conclusion.
  
4. Conclusions and final edition.

## 7. CLASS OBSERVATIONS

### 7.1 OPEN-ENDED OBSERVATIONS

#### OBSERVATION 1

##### Structural Question:

What are the characteristics of the oral proficiency of the first semester students?

What are the interactional patterns among first semester students in L2?

**Table 1. Open-ended Observation 1**



**UNIVERSIDAD INDUSTRIAL DE SANTANDER**  
**FACULTAD DE CIENCIAS HUMANAS**  
**ESCUELA DE IDIOMAS**

#### OPEN-ENDED OBSERVATION

**Subject:** Pre-Intermediate English

**Group:** B1

**Observer:** Researcher 1

<i><b>FIELD NOTES</b></i>	<i><b>MEMOING</b></i>
The teacher talks most of the time sharing some experiences related to the topic they are working on in the textbook, at the same time elicits oral production from the students by asking them questions.	The teacher creates a good environment, maybe to make feel the SS comfortable and make them to talk.
The ss listen to the teacher carefully, some of them are working in twos or threes (there are three different groups). From now on, G1 two boys between 20 and 23 and one girl maybe 18; G2 three girls between 17 and 21; and G3 two boys between 19 and 22 and one girl maybe 18.	Those SS who work in groups are interested in improving their level and look for those with good English level. Maybe those ss are used to learn better in groups.

<p>In G1 there is one boy interacting actively with the teacher, and they exchange comments about the activity in L2 among themselves.</p>	<p>The student with good English level encourages others to speak English and participate in class.</p>
<p>The student on my left (x) repeats some words and follows the activity in a passive way, he speaks quietly.</p>	<p>This student has a nice relationship with the teacher and makes jokes together, but after 30 minutes he starts participating actively, because the first 30 min he just follows the class passively.</p>
<p>All of them use good L2 to respond questions, and the teacher makes emphasis on the pronunciation.</p>	<p>The teacher has done a good job because they never use Spanish in class when speaking to the teacher</p>
<p>One of the students (Y) asks actively for explanations about every single thing.</p>	<p>This character maybe took an English course before starting the university program, because his English level is a bit higher in comparison with the others.</p>
<p>4 students, three girls and one boy don't even say any word and are completely stick to the book. One of them wasn't asked.</p>	<p>Maybe they don't feel comfortable or are not confidence, risky to speak English; or it also could be because of their English level.</p>
<p>X starts participating actively because the teacher was playing jokes with him; little by little he integrates to the class.</p>	<p>Now, this student participates more actively but a little bit limited because of his English level, but shows good attitude.</p>
<p>The teacher plays the CD player to do a listening exercise, everybody listens carefully to the recording, and some of them don't understand anything and make gestures asking for another time. After three times teacher starts asking the students about the recording. There are some prompts in the textbook. The teacher makes funny comments about the tape. The teacher tries a role play, but one of the students who are supposed to participate doesn't understand and says another thing.</p>	<p>Again, the environment is appropriate for the students to participate, and actually they do it constantly.</p>

Table 2. Open-ended Observation 2



**UNIVERSIDAD INDUSTRIAL DE SANTANDER**  
**FACULTAD DE CIENCIAS HUMANAS**  
**ESCUELA DE IDIOMAS**

### OPEN-ENDED OBSERVATION

**Subject:** Pre-Intermediate English

**Group:** B1

**Observer:** Researcher 2

<i><b>FIELD NOTES</b></i>	<i><b>MEMOING</b></i>
<p>By the time the teacher let me get in the class to observe, 20 minutes had already passed. The teacher asks the students to get into two groups to carry out an activity. They formed two groups of 8 people. In group A there are 4 women and 4 men. In group B there are 5 women and 3 men. People in both groups A and B are dressed with jeans, shirts, sweaters and there is a guy with a cap in each group. The one in group B is just in one corner of the classroom and his peak's cap is like hiding his eyes.</p>	<p>I think the student in the corner wearing a cap is like avoiding eye contact with the teacher to avoid participating in class. He is always hiding his eyes behind his peak's cap and pretending to be reading the text book.</p>
<p>In group A, a girl in a green blouse and sunglasses is like leading the conversation. She tries hard to talk all the time in English. It is clearly seen that in group A women talk more than men. The group is working on the activity. There is one girl reading aloud from the book and the others are reading by themselves.</p>	<p>I think my presence aside group A influences their desire of working because the students sometimes give me a glance to check if I'm observing them or writing down.</p>
<p>Group B is a quiet one. Students are talking in Spanish and seem not to be working on the activity except for a couple of male students.</p>	<p>Most of the participants in group B seem not to be interested in the activity. Since the teacher is getting in and out of the classroom they pretend to work just when he gets in.</p>

<p>The teacher asks the students to stop working and to do a semicircle in order to start with the plenary.</p> <p>Anybody to begin? The teacher asks. Everybody remain in silence. The teacher says to a boy, "tell me a number from 1 to 10" the boy says 8!! And the teacher says "OK you're the winner". Talking in English, the boy provides a satisfactory answer.</p>	<p>The student who answered surprised me because he showed a good command of the language in contrast to what he did when working in the group. Every time he participated he did it fluently and self-confident.</p>
<p>The teacher addresses the other group and asks for a volunteer. A girl starts to talk and some of her classmates help her when made some mistakes related to the story.</p>	<p>I think this girl was a little nervous because of my presence since she was looking at me every now and then. Maybe she considered me as an intruder.</p>
<p>The teacher begins doing questions to the groups and women answer more frequently than men. Then the teacher asks the groups to choose a "hero" from the 2 stories. Of course each group supports his own "hero" and this leads to a discussion between the two groups.</p>	<p>I think the discussion was the most important part of the activity because this led most of the students to participate. Maybe the desire of winning is like a "trigger" to talk and back-up what we are concerned with.</p>
<p>Suddenly, I notice that men are the ones who argue the most when defending their "hero". One group gives an opinion and the other replies and vice versa. All of a sudden, a girl says "podemos hablar en español". Nobody answers and the argument continues.</p> <p>Finally, the teacher says which group convinced him the most and states a winner</p>	<p>Looks like the type of activity has a direct impact on the students' attitude and response. Although someone proposed using Spanish in class, the other students just ignored it.</p>

Table 3. Open-ended Observation 3



**UNIVERSIDAD INDUSTRIAL DE SANTANDER**  
**FACULTAD DE CIENCIAS HUMANAS**  
**ESCUELA DE IDIOMAS**

### OPEN-ENDED OBSERVATION

**Subject:** Pre-Intermediate English

**Group:** B1

**Observer:** Researcher 3

<i>FIELD NOTES</i>	<i>MEMOING</i>
Students are working in two groups (8 students each) to complete a chart	Some students look focused while working on the activity. Perhaps a second explanation about the instruction could help them.
They use Spanish and English in class	Some students are using dictionaries and try to find equivalents to the words in both languages.
Teacher asked them not to use Spanish in class	Don't know why, but it seems that the quiet ones are isolated
There was or there were? ¿Qué se le pone? The students use spanglish (the combination of the two languages) a lot	Perhaps "translating words" help them to assimilate things easily
There is a couple of girls distracted, they're just chatting and gossiping	Don't look interested, perhaps they already finished the activity
Whenever the teacher leaves the class for a second, they start talking	They are very similar to us. Need a police
Finished the activity. Teacher asked them to reorganize the sits face to face	They are spending too much time doing it, like if they didn't want to do it...
Some students look nervous	Maybe it's because of our presence
Teacher asked them to volunteer. Students have to give the other group some reasons why they support a hero.	Students didn't volunteer. It feels like nobody wants to participate
While a student is talking, some of his	Almost all of them are paying attention

classmates are paying attention to his words, others are busy	
Teacher is asking information questions to make students talk	It seems the teacher is trying hard to make students participate orally in class
It's working, some girls of the same group are helping now and participating	A good thing! They are talking and debating, but only four students are discussing, the others remain silent and laugh whenever someone makes a joke
A girl is talking. She is good but she is really concerned about grammar making mistakes	You can notice their lack of vocabulary and they get embarrassed and laugh ( e.g. ...and yes, you know)
Teacher asked them to take position. Students have to decide between the two characters and give reasons	
Students need more vocabulary to produce more sentences	
Teacher doesn't ask the quiet ones to talk	It seems the teacher has some kind of preference for the students who participate in class
A girl in group B is participating but she never looks to the others while talking	She talks but she almost never looks their peers; she looks to the wall, window, teacher, etc
Finished the activity. Teachers states his opinion about the topic (who's a better hero) and stops the activity	Students seemed to like the activity
Teacher asked students to read a text using the appropriate adverbs	Too bad, only the ones who participated in the previous activity are reading... what about the others?
The other students remain silent following the reading	They are working for the moment, didn't complain. Seem to have willingness to work. That's good, it makes the teacher work easier
Teacher writes a text on the board and asked students to complete it	They took too much time doing that
Now they are completing the text on the board	I guess he wants to make them talk, but the ones who talk are the same.
Teacher is asking students what do they collect	The teacher keeps trying to make students talk

Teacher has a website for the class. He said he was going to post the answers of the exercises	That's very good. Better possibilities to work in different activities
--	--

### 7.1.1. TAXONOMIC ANALYSIS OF THE THREE OPEN-ENDED OBSERVATIONS:

See appendix A

### 7.1.2. INITIAL FINDINGS

- ◆ 2 of the students participated actively in the class and showed interest towards the class and thus are identified as advanced students. Due to the fact that actions and behaviors such as laughter, questioning, recounting experiences, and anecdotes displayed an active or passive form of participation; within this group there were 10 who did not participate constantly, instead, they sat down next to the ones who participated.
- ◆ Another 2 students avoided the teacher using different techniques like keeping their face down, writing down constantly and pretending to be reading the textbook.

## 7.2 FOCUSED AND SELECTIVE OBSERVATIONS

### 7.2.1 FOCUSED OBSERVATION

Sample from focused observation field notes:

**Table 4. Focused Observation**



**UNIVERSIDAD INDUSTRIAL DE SANTANDER**  
**FACULTAD DE CIENCIAS HUMANAS**  
**ESCUELA DE IDIOMAS**

#### FOCUSED OBSERVATION

**Subject:** Pre-Intermediate English

**Group:** B1

**Observer:** Researcher 1

FIELD NOTES	MEMOING
Ss 10 and 11 are discussing something in L2	They are talking about the exercise they are doing, one of them has a different answer
Ss 9, 7, 10 and 11 confirm their classmates' answers by saying "yes" or "no".	They are pretty interested in the class, so that are confirming others' answers by moving their heads.
7 is following attentively the listening activity and repeating mentally what the recording says.	This student is good at listening, and he repeats to practice the pronunciation.
13 participates when is called out.	He behaves as a passive student
12 asks constantly 13 for the answers using L1.	He is worried because he has some difficulties with the listening.
4 is checking with 5 if her answers are correct using L2.	Maybe, they recognize each other as good at listening.

8 is revising constantly with the teacher if the answers are correct using L2.	He/she prefers confirming their answers with the teachers rather than the classmates
Number 1 moves his head after each answer, like confirming others' answers.	He/she feels confident with his/her answers.
It's 8:30 and 12 hasn't been asked.	They are interested in the topic and learning L2.
1, 3, 9, 10, 2, 6, and 7 are following the class with great attention, laughing, doing the exercises, and participating passively.	He prefers not being asked. Maybe he hasn't solved all the questions.
It's 9:15, Number 12 doesn't say even a word, and he keeps looking at the book and doing the exercises.	They maintain a good relationship and they help each other.
1 asks sth to 2 with perfect English.	The fact of being called out by his nickname could low the anxiety.
6, 8, and 10 are discussing their answers one of them says "aqui es how long?"	This student doesn't participate actively; she only read the book and laughs when necessary. Sometimes establish eye contact with the teacher
It's 9:30 and number 12 is finally asked by the teacher. He calls out the student by his nickname. 12's answer was not correct.	This student shows great confidence and the topic catches his attention.
5 do not even say a word.	They have good relationship and talk about different topics.
2 shares a nice comment with the teacher using L2.	This student has an outstanding oral proficiency level.
8, 10, and 11 share some comments about the topic, while others don't.	They are trying to give their best in the activity.
11 ask the teacher with perfect English.	

## 7.2.2 MAP OF CLASSROOM 512

See appendix B

## 7.2.3 FINDINGS FOCUSED OBSERVATION

After the observations and analysis of the information, two students were identified as “advanced” in their use of the L2 in class; 10 students were identified as “intermediate” users of the L2 and 2 students were identified as “novice” users in their L2.

## 7.3. SELECTIVE OBSERVATION

Sample from Selective Observation field notes:

**Table 5. Selective Observation**



**UNIVERSIDAD INDUSTRIAL DE SANTANDER**  
**FACULTAD DE CIENCIAS HUMANAS**  
**ESCUELA DE IDIOMAS**

### SELECTIVE OBSERVATION

**Subject:** Pre-Intermediate English

**Group:** B1

**Observer:** Researcher 3

FIELD NOTES	MEMOING
They are working on the textbook in couples.	Some people disagreed with the person they were working with.
They work with the person next to each	The teacher wanted to promote

other. Some groups interchange comments in L2.	participation and also made the topic interesting for them.
The teacher starts asking different groups and making comments.	This group preferred discussing in L1 because. They found speaking English difficult.
The teachers splits the group in two 4, 9, 7, 10, 11, 12 and 2 = group B 5, 16, 15, 14, 8, 6, 13 and 1 = group A	Student 11 used L2 all the time, actually she felt more comfortable, because her friends were in the group. So, for her and her friends the participation was also frequent.
Group A starts using L1. The discussion in this group didn't have all members' participation. Student 13 and 6 leading the discussion	She insisted in using L1. The teacher said "English English"
Group B always uses L2. Number 11 leads the discussion and when the teacher makes presence, student 2 participates.	As, reasons lacked in this group teachers asked different questions in order to make them use L2.
1 and 5 take part in the discussion and they correct their mistakes each other.	They used good arguments in their interventions. Maybe because their oral proficiency is good.
In group a, student 13 proposes L1 to discuss about the topic.	
The discussion finished and the teacher asked the why of their choices.	
In group A: 1, 6, and 8 explain briefly their choice. In B 11 and 2 explain with good arguments.	

### 7.3.1 MAP OF CLASSROOM 512

See appendix C

### **7.3.2 FINDINGS SELECTIVE OBSERVATION**

After the observations & analysis of the information, it could be argued that:

- ◆ The kind of activity presented by the teacher, does not determine oral proficiency among students.
- ◆ The kind of activity determines the quantity of interaction among students.
- ◆ The relationship with the teacher promotes participation.

### **7.4 TAXONOMIC ANALYSIS OF THE FOCUSED AND SELECTIVE OBSERVATIONS**

See appendix D

### **7.5 NEEDS ANALYSIS**

#### **7.5.1. NEEDS ANALYSIS SAMPLE**

See appendix E

#### **7.5.2. ANALYSIS**

*Question 1 and 2*

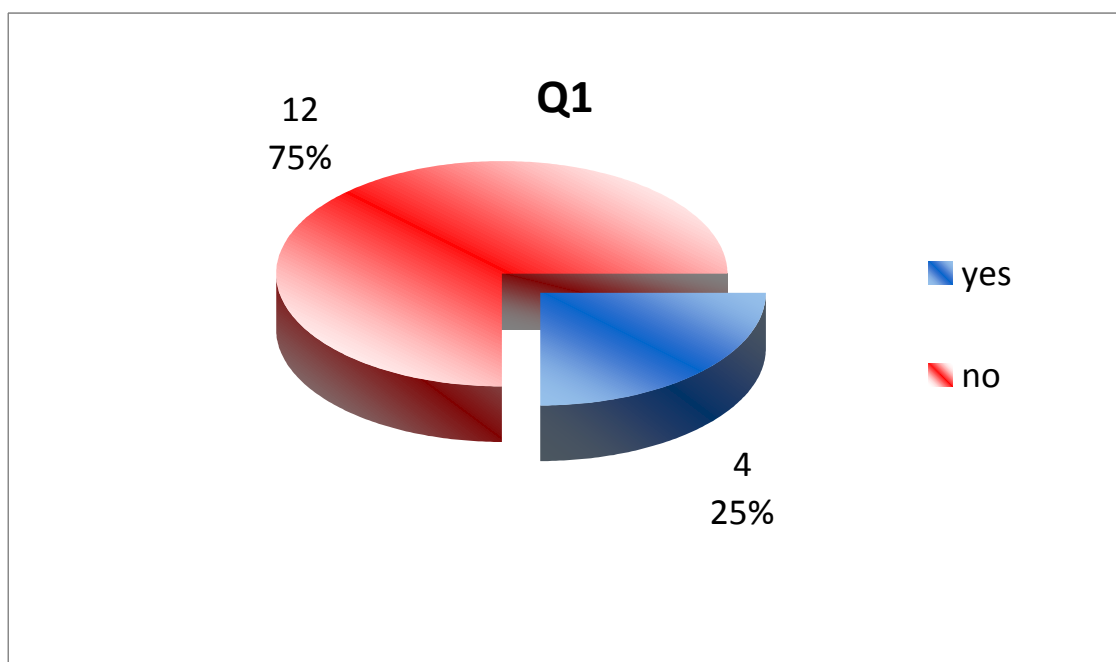
Questions 1 and 2 reveal information related to the English background of the first semester students. It is important to know, whether or not oral proficiency depends on the type of school the student attended, or the previous studies they had.

## 1. PREVIOUS STUDIES IN ENGLISH

1. YES \_\_\_\_\_
2. NO \_\_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 8	$(4+12)/2 = 8$	4, 12	4

**Figure 1**

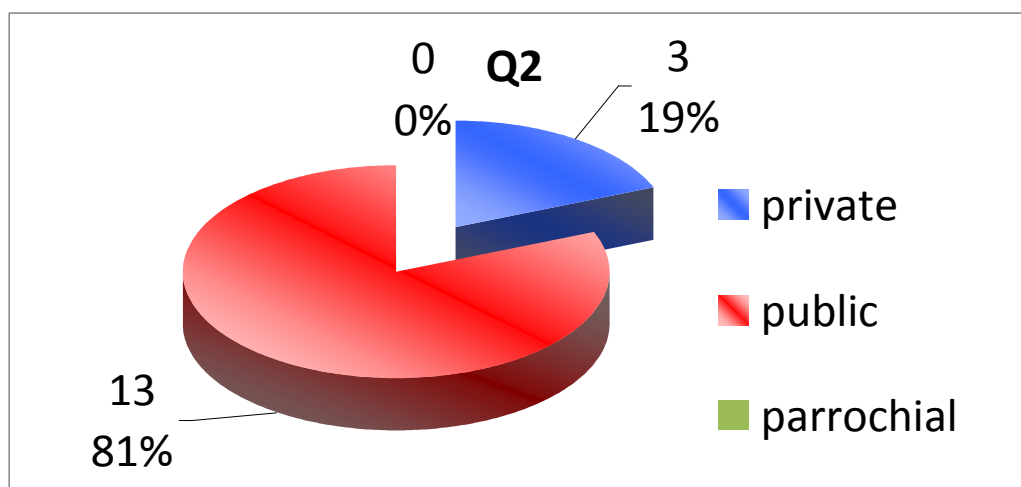


## 2. HIGH SCHOOL

1. PRIVATE \_\_\_\_\_
2. PUBLIC \_\_\_\_\_
3. PARROQUIAL \_\_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 5.33333	3	0,3,13	2.86744

**Figure 2**



81% (13 students) studied in public schools and did not previously studied English. 19% (3 students) studied in private school. These results might influence oral proficiency; due to the fact that in private schools there is more practice of English than in public schools. (See figures 1 and 2)

### *Question 3*

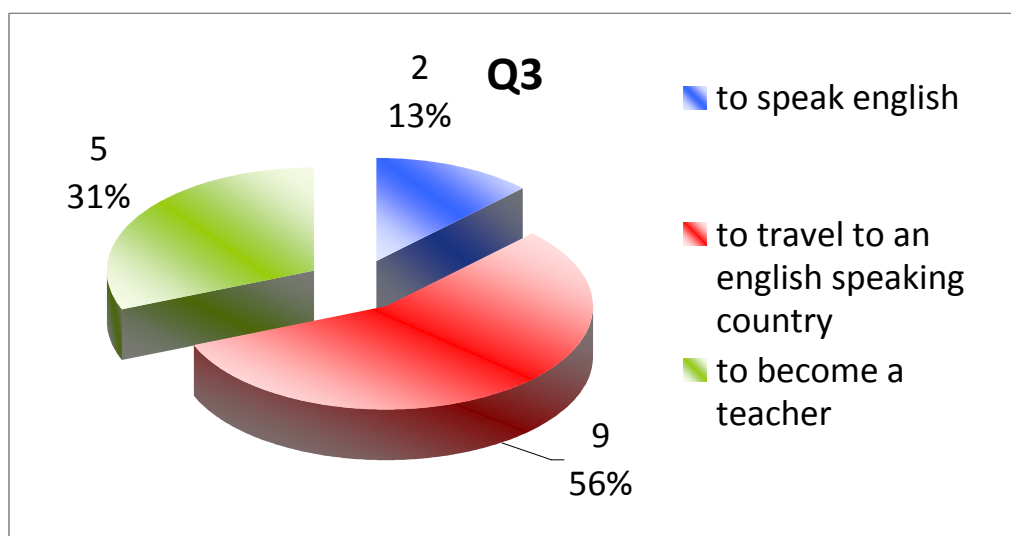
Question number 3 aims to find the main reason students are in the ELT program. In order to understand the activities, vocabulary and skills they are interested in.

### 3. WHY ARE YOU STUDYING ENGLISH?

1. TO SPEAK ENGLISH \_\_\_\_\_
2. TO TRAVEL TO AN ENGLISH SPEAKING COUNTRY \_\_\_\_\_
3. TO BECOME A TEACHER \_\_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 5.33333	5	2, 5, 9	3.68179

**Figure 3**



According to the answers, 56% (9 students) do not have as a priority to become an English teacher. 31% (5 students) are interested in becoming English teachers. 13% (2 students) are interested in speaking English.

This may influence significantly the outcome they want to achieve; the teacher can use different activities to promote attention towards English; however the students are concerned with acquiring only the outcome they are interested in. (see figure 3)

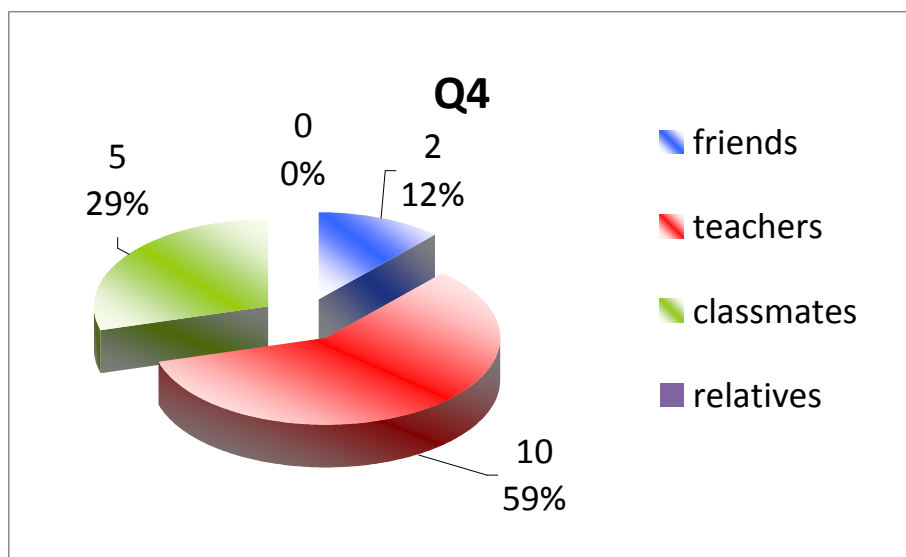
#### Question 4

Question number 4 aims to learn two things: first, who the students feel better speaking English with; second, if there is anyone outside the university who influences their oral proficiency. First semester students need to practice their speaking skill out of their classes; thus, they can achieve an advanced oral proficiency level simply by applying the speaking skill in other contexts apart from their classmates and teachers.

#### 4. WHO DO YOU USUALLY SPEAK ENGLISH WITH?

1. FRIENDS \_\_\_\_\_
2. TEACHERS \_\_\_\_\_
3. CLASSMATES \_\_\_\_\_
4. RELATIVES \_\_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 4	$(1+5)/2 = 3$	0,1,5,10	3.937

**Figure 4**

59% (10 students) practice English when communicating with teachers; 29% (5 students) communicate in L2 with their classmates and 12% (2 students) talk to their friends in L2. The results reveal that the means first semester students have to improve and practice their oral proficiency are completely tied to the university environment. The answers confirm that 100 % (16 students) do not have the chance to establish spoken English contact outside class. (See figure 4)

#### *Question 5*

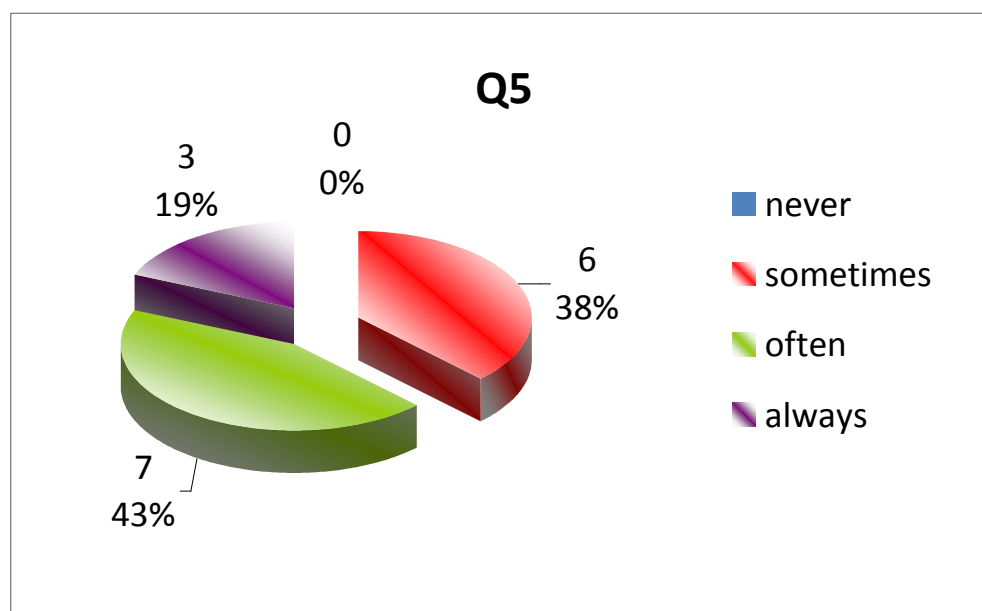
Question number 5 refers to the frequency in which students orally participate in L2 in English classes. The aim was to identify how often students speak in L2.

**5. HOW OFTEN DO YOU SPEAK ENGLISH?**

1. NEVER \_\_\_\_\_
2. SOMETIMES \_\_\_\_\_
3. OFTEN \_\_\_\_\_
4. ALWAYS \_\_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 4	$(3+6)/2 = 4.5$	0,3,6,7	2.73861

**Figure 5**



According to the results, 44% (7 students) often participate in spoken English. 37% (6 students) sometimes speak in English and 19% (3 students) always participate

in English. They try to take advantage of the only environment provided by the program to practice.

The answers confirm the results found in question number 4; in which all of the students responded that they speak English only with teachers and classmates. (See figure 5)

### *Question 6, 7 and 8*

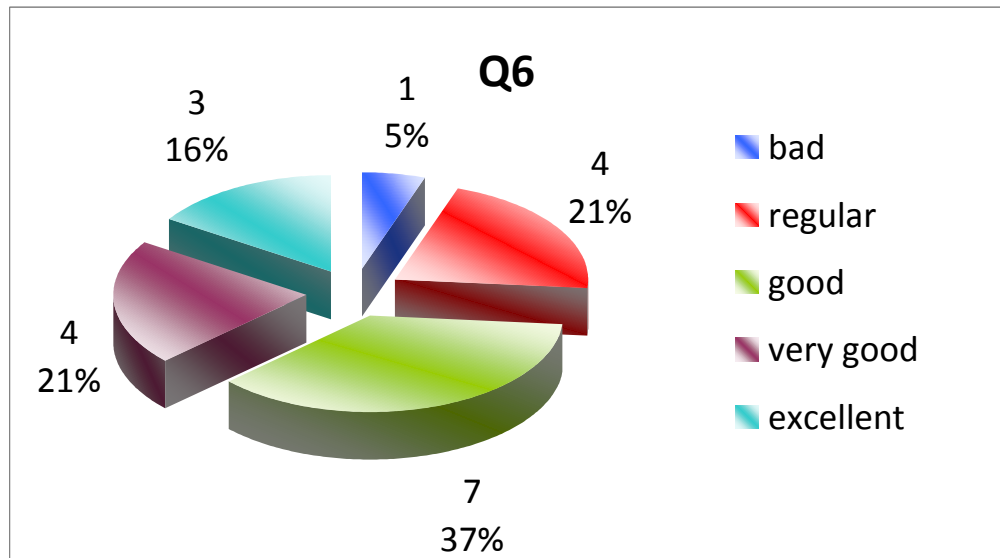
Questions 6, 7 and 8 analyze the student's awareness when dealing with their own speaking level. The students' personal appreciation of their speaking skill will show how confident students feel when speaking.

#### **6. HOW DO YOU CONSIDER YOURSELF IN SPEAKING?**

1. BAD \_\_\_\_\_
2. REGULAR \_\_\_\_\_
3. GOOD \_\_\_\_\_
4. VERY GOOD \_\_\_\_\_
5. EXCELLENT \_\_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 4	$(1+5)/2 = 3$	0,1,5,10	1.16619

Figure 6

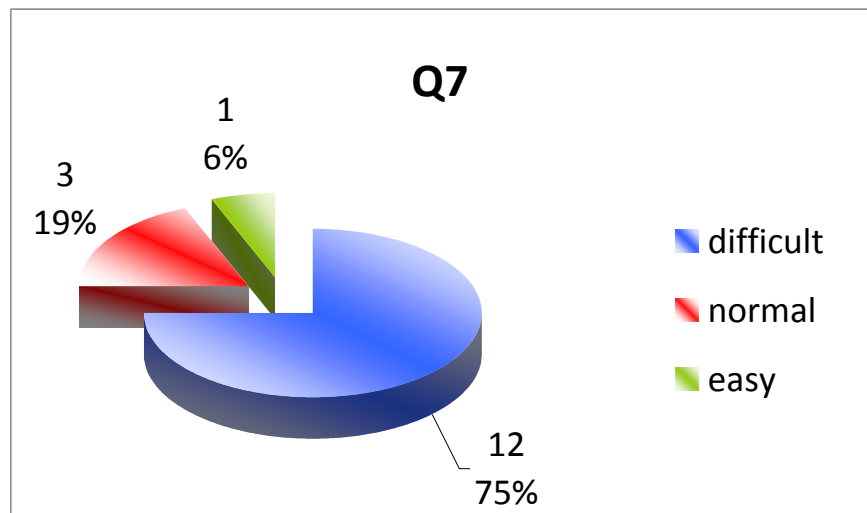


**7. YOU FIND SPEAKING ENGLISH:**

1. DIFFICULT \_\_\_\_\_
2. NORMAL \_\_\_\_\_
3. EASY \_\_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 5.33333	3	1,3,12	4.78423

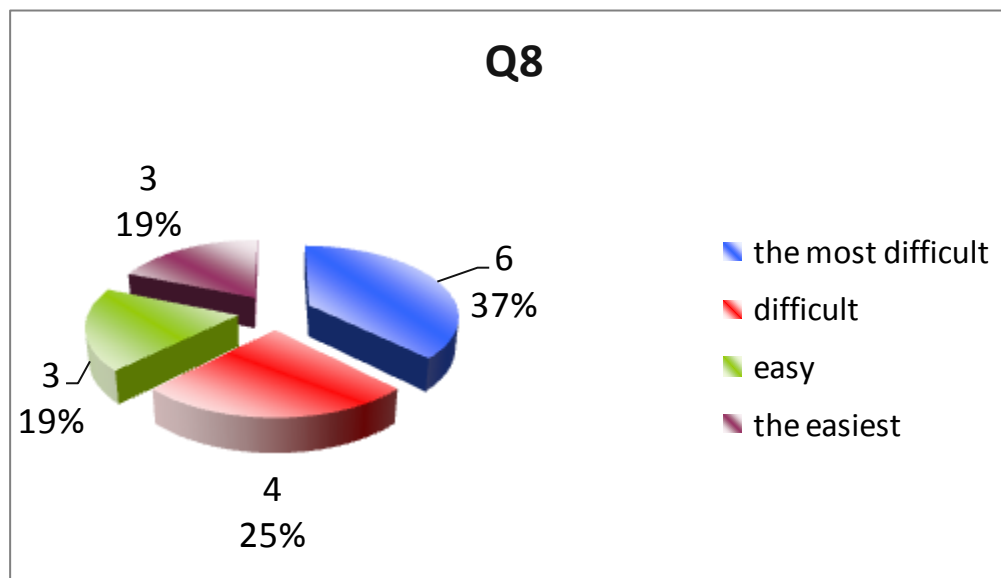
Figure 7



**8. RATE THE SPEAKING SKILL:**

1. MOST DIFFICULT \_\_\_\_\_
2. DIFFICULT \_\_\_\_\_
3. EASY \_\_\_\_\_
4. THE EASIEST \_\_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 4	$(3+4)/2 = 3.5$	3	1.22474

**Figure 8**

The results point out that the students find speaking English difficult. 37% (7 students) evaluate their performance as good; 21% (4 students) as very good; 21% (4 students) as regular; 16% (3 students) as excellent and 5% (1 student) considers his performance as to be bad. (See figures 6,7,8)

### *Question 9*

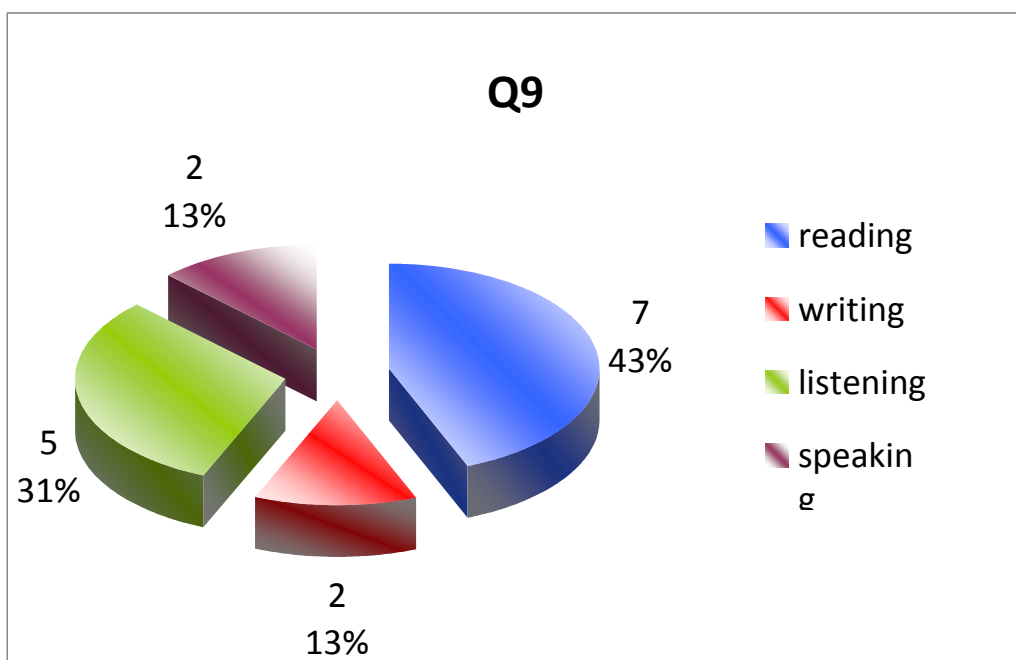
Question number 9 aims to find out the skills students use as practice to improve English proficiency.

**9. YOU LEARN ENGLISH  
BETTER BY:**

1. READING \_\_\_\_\_
2. WRITING \_\_\_\_\_
3. LISTENING \_\_\_\_\_
4. SPEAKING \_\_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 4	$(2+5)/2 = 3.5$	2	2.12132

**Figure 9**



The results revealed that 44 % (7 students) have a preference for reading activities; 31% (5 students) prefer listening activities; 13% (2 students) have a preference for speaking and 12% (2 students) prefer writing activities. The results are

highly related to their oral proficiency, since they indicate students do not practice speaking as a mean of learning and improving in L2. (See figure 9)

### *Question 10 and 11*

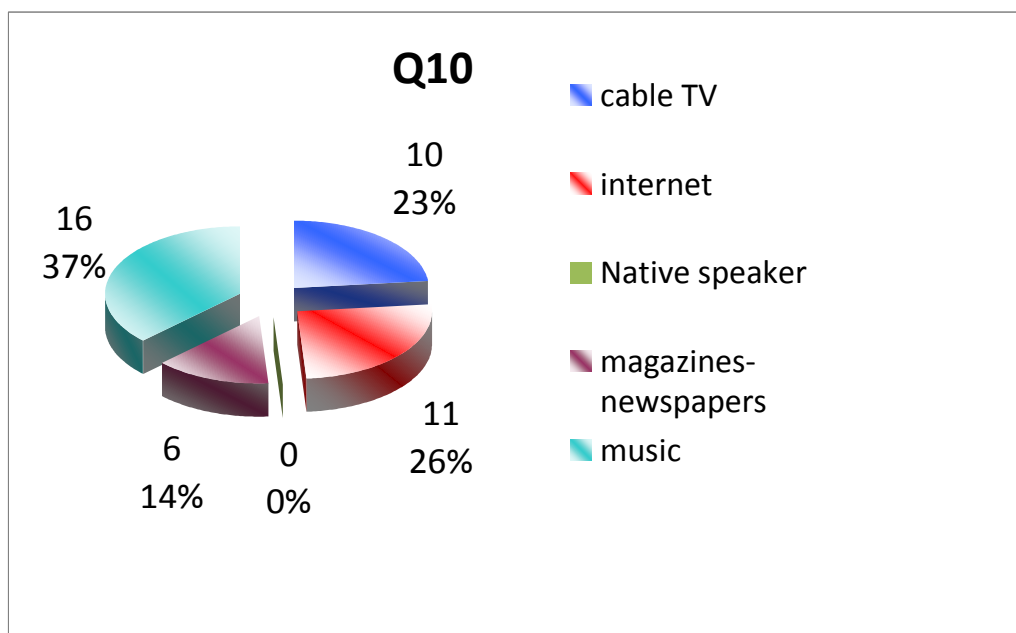
Questions 10 and 11 aim to identify the resources students use to practice and how interested in practicing English they are. There are several resources, students can access to, in order to improve and to develop their oral proficiency.

#### **10. WHICH OF THESE RESOURCES DO YOU HAVE ACCES TO PRACTICE ENGLISH?**

1. CABLE TV \_\_\_\_\_
2. INTERNET \_\_\_\_\_
3. NATIVE SPEAKERS
4. MAGAZINES-NEWSPAPERS \_\_\_\_\_
5. MUSIC \_\_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 8.6	10	0, 6,10,11,16	5.35164

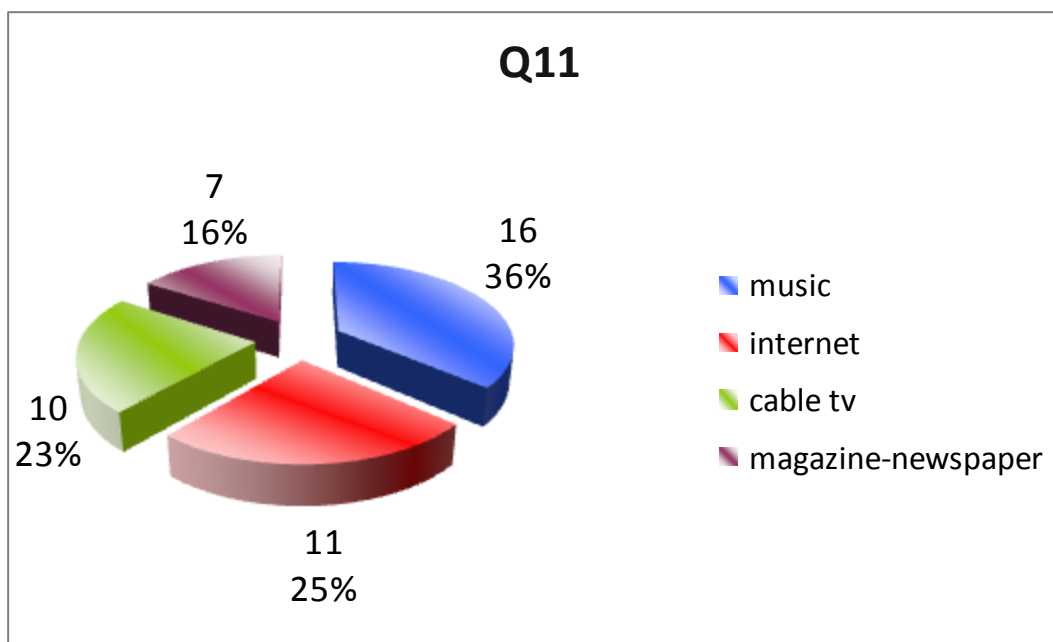
Figure 10



**11. SELECT THE RESOURCES YOU USE THE MOST TO PRACTICE ENGLISH. RATE THEM FROM 1 TO 5.**

1. CABLE TV \_\_\_\_\_
2. INTERNET \_\_\_\_\_
3. NATIVE SPEAKERS \_\_\_\_\_
4. MAGAZINES- NEWSPAPERS \_\_\_\_\_
5. MUSIC \_\_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 11	$(10+11)/2 = 10.5$	7,10,11,16	3.24037

**Figure 11**

According to the answers given by the students, the resources students use the most when studying English are: (see figures 10, 11)

- Internet
- Music
- Cable TV.

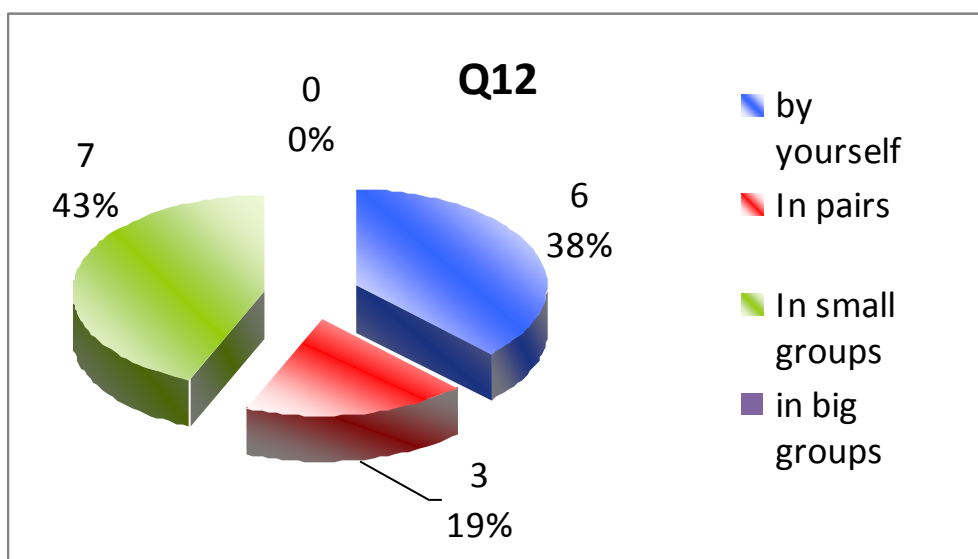
### *Questions 12 and 13*

Questions 12 and 13 are related to the way students usually study and the place they feel better doing it. Teachers cannot ignore neither the environment nor how, where and who students want to study with. The data collected reveals how and where students prefer working.

**12. YOU WORK BEST:**

1. BY YOURSELF \_\_\_\_\_
2. IN PAIRS \_\_\_\_\_
3. IN SMALL GROUPS \_\_\_\_\_
4. IN BIG GROUPS \_\_\_\_\_

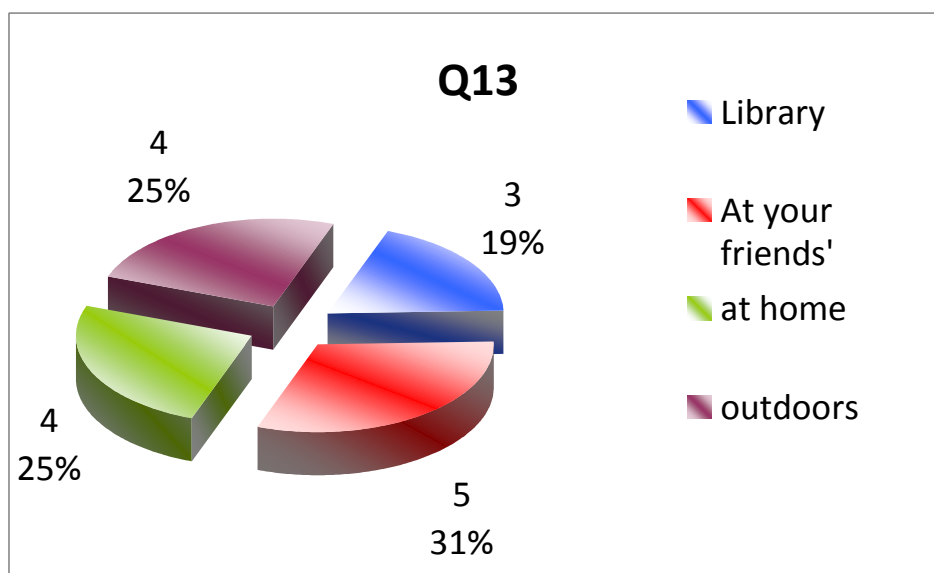
Mean	Median	Mode:	Standard deviation:
(Average): 4	$(3+6)/2 = 4.5$ :	0,3,6,7	2.73861

**Figure 12****13. YOU PREFER STUDYING:**

1. AT THE LIBRARY \_\_\_\_\_
2. AT YOUR FRIENDS' \_\_\_\_\_
3. AT HOME \_\_\_\_\_
4. OUTDOORS \_\_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 4	$(4+4)/2 = 4$	4	0.70711

**Figure 13**



The results revealed that 44% (7 students) prefer working in small groups; 37% (6 students) prefer working by themselves and 19% (3 students) like better working in pairs. (See figures 12, 13)

31% (5 students) prefer studying at their friend's; 25% (4 students) prefer studying at home; 25% (4 students) prefer study outdoors and 13 % (3 students) like better studying at the library.

### Question 14

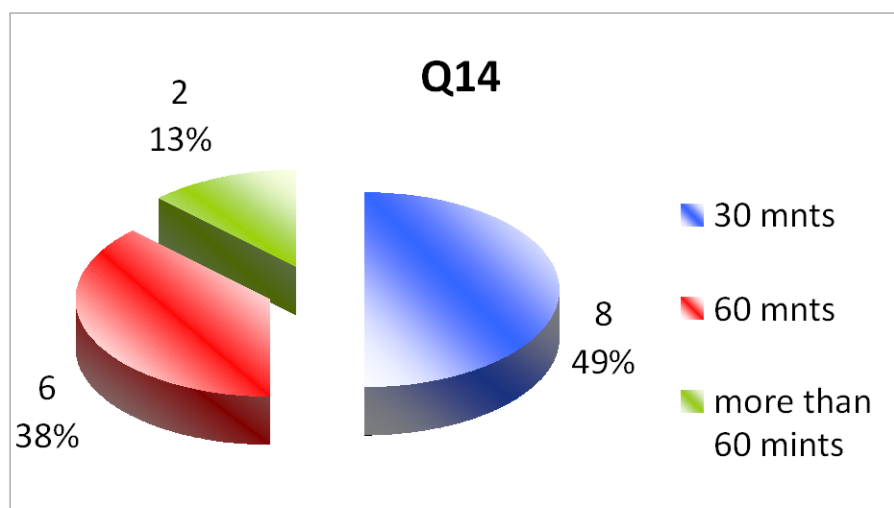
Question number 14 identifies the time students spend after class studying English. It is important to identify if the oral proficiency is influenced by the time learners spend studying L2 outside of the classroom.

#### 14. AFTER YOUR ENGLISH CLASSES YOU STUDY:

1. 30 MIN \_\_\_\_\_
2. 60 MIN \_\_\_\_\_
3. MORE THAN 60 MIN \_\_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 5.33333	6	2,6,8	2.49444

**Figure 14**



50% (8 students) spend only 30 minutes studying every day after each class; 37 % (6 students) practice an hour; and 13% (2 students) study more than an hour. These results show a lack of interest from students towards the L2; since the time a student from the ELT program should spend studying and practicing English must be from two to three hours per day. The lack of practice after class could be a critical cause of their lower performance when speaking English. (see figure 14)

### Question 15

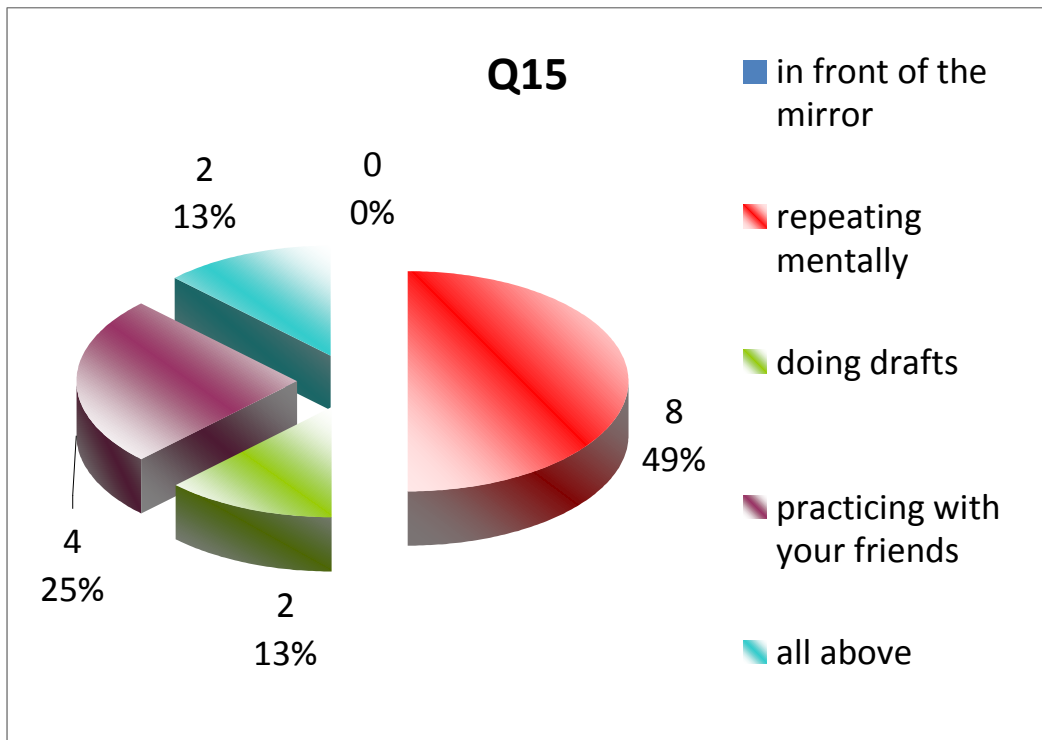
Question number 15 aims to identify the way first semester students practice the speaking skill. Developing learning strategies is an important factor students must be aware of.

#### 15. YOU PRACTICE YOUR SPEAKING SKILL:

1. IN FRONT OF THE MIRROR \_\_\_
2. REPEATING MENTALLY \_\_\_
3. DOING DRAFTS \_\_\_
4. PRACTICING WITH FRIEND \_\_\_
5. ALL ABOVE \_\_\_

Mean	Median:	Mode:	Standard deviation:
(Average): 3.2	2	2	2.71293

Figure 15



49% (8 students) use repeating mentally as their practicing strategy; 25% (4 students) prefer practicing with their friends; 13% (2 students) practice all the strategies mentioned above; 12% (2 students) prefer doing drafts. (See figure 15)

### 7.5.3. FINDINGS

The data analysis indicates the following:

- ◆ First semester students have different academic backgrounds, which have had a direct impact on their proficiency.

- ◆ First semester students are not practicing enough their English speaking skill outside the class; it is limited to their oral practice in the classroom.
- ◆ English teaching is not the main goal amongst the students; rather, learning the L2 is attached to different future plans.
- ◆ Going abroad is one of the major concerns, which means students are focused on acquiring different elements related to L2, as oppose to objectives of the English class and thus the aims of ELT Program.
- ◆ First semester students do not use the correct strategy when practicing their speaking skill.

## **7.6 STRUCTURED INTERVIEW**

Members of the research team resolved to apply a structured interview since the content of the interview, in terms of the questions and their sequence is predefined. Furthermore, the structured interview provides the opportunity for a more systematic data collection, which provides a deeper understanding on the topic. A structure interview also assists researchers in finding out more about individual student's perceptions.

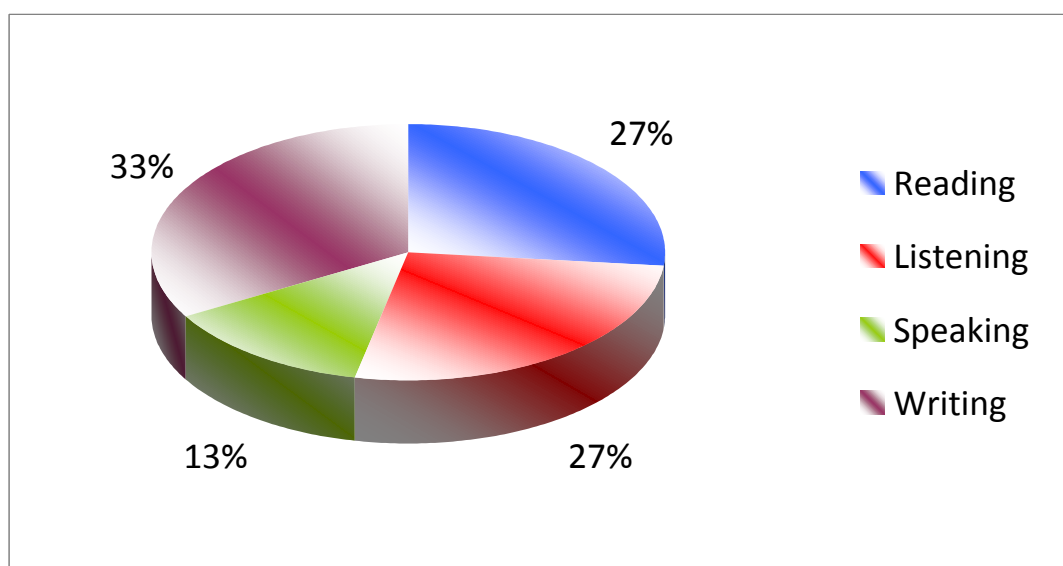
### 7.6.1. STRUCTURED INTERVIEW SAMPLE

See appendix F

### 7.6.2. STRUCTURED INTERVIEW ANALYSIS

*Question 1: When you are in class, you like:*

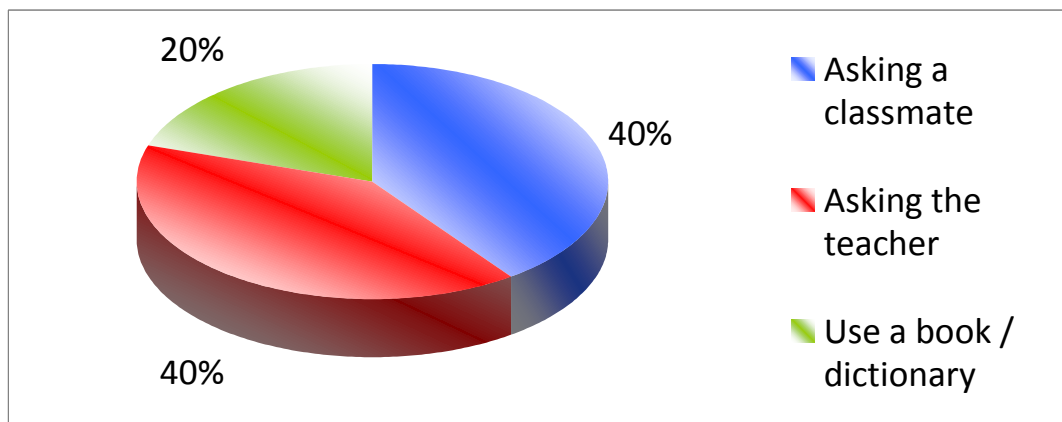
**Figure 16**



Although the four skills are proposed, the research team applied that question in order to discover whether or not students like oral participation (see fig. 16). In the previous diagram, it can be noticed that only 13% of students (2 students) show interest in speaking activities, while 33% (5 students) prefer writing activities and 27% (4 students) listening and reading activities. Data gathered from the graphic shows that students do not prefer speaking activities, this affects their overall performance.

Question 2: When you have a question, you prefer:

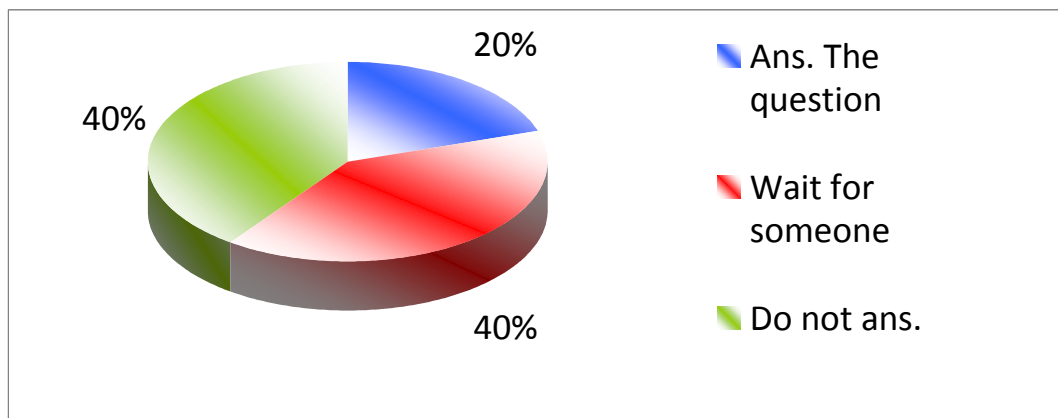
**Figure 17**



This question seeks for the type of interactional pattern in class (S-T, S-S) (see fig. 17). According to the graphic data, it can be noticed that 40% the students (6 students) prefer asking a classmate rather than asking the teacher; another 40% of students (6 students) prefer asking the teacher; the other 20% (3 students) prefer to use a book or a dictionary. This average result indicates that there are good teacher-students and student-student relationships in the classroom. It also, indicates that only 20% of students face difficulties in their interactional patterns, restraining their general oral proficiency in the class.

Question 3: When the teacher asks an open question, do you:

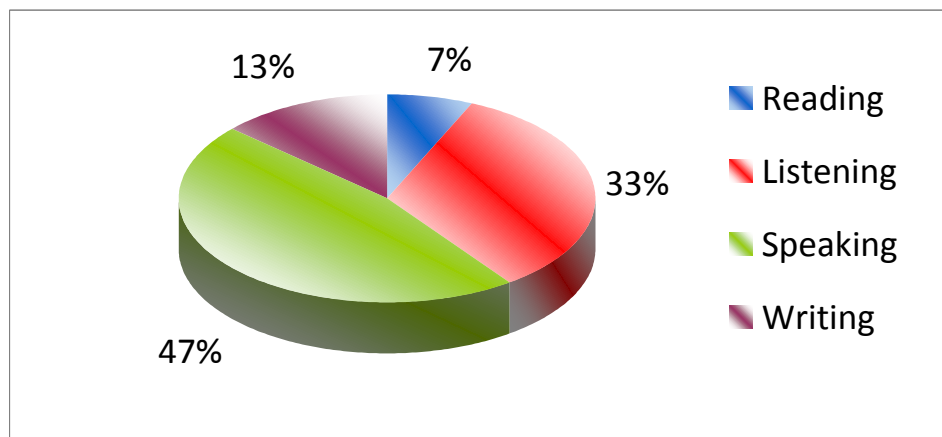
**Figure 18**



This question is intended to show whether there were active or passive students in the classroom (see fig. 17). In this diagram it can be noticed that only 20% of students (3 students) answered the question made by the teacher; 40% of students (6 students) prefer waiting until someone else talk, the other 40% of students (6 students) do not provide an answer to the question. This average indicates that only a minor group of students (20%) can be considered as active students.

Question 4: Are you worried about your proficiency in:

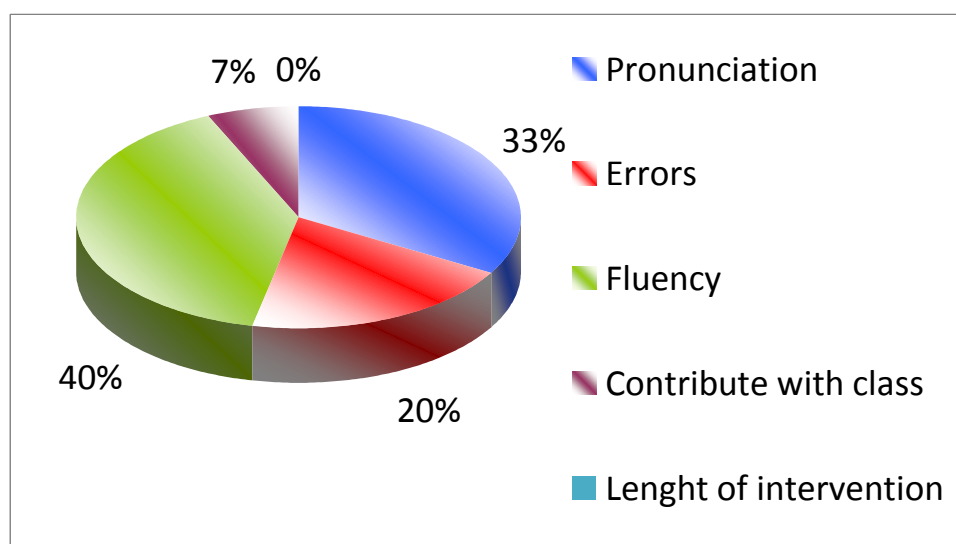
**Figure 19**



The research team intended to discover whether participants were really concerned or not about improving their speaking skill (see fig. 19). Data shows that 13% of the students (2 students) are worried about their writing skill; 7% of the students (1 student) were worried about reading skills; 33% of the students (5 students) were worried about their listening skill; and 47 % of the students (7 students) were worried about their speaking skill. Data clearly indicates that the majority of students in the classroom are concerned about the importance of developing a good speaking skill.

*Question 5: Your main concern when you speak in class is:*

**Figure 20**

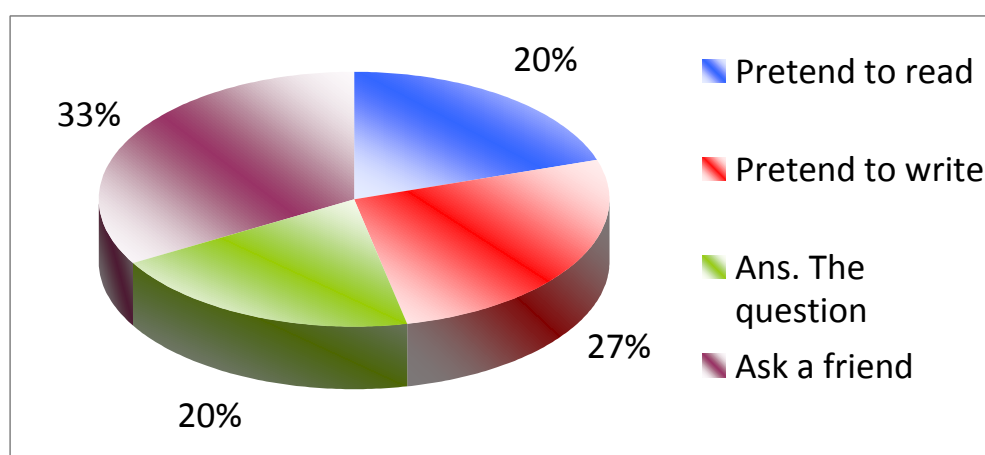


By means of this question the research team intended to discover the main concern of students when they are speaking in class (see fig. 20). 40% of the students (6 students) are concerned about their fluency; 20% of the students (3 students) are concerned about the possible errors they could make while they are speaking; 33% of the students (5 students) are concerned about their pronunciation and 7% of the students (1 student) are concerned about their contribution to the class. Data shows

that the majority of students are concerned about their fluency rather than other aspects such as pronunciation and errors. None of the participants (0%) is concerned about the length of the participation. Graphic data indicates that the students are concerned about quality (in oral participation) instead of quantity.

*Question 6: When the teacher asks you a direct question, do you:*

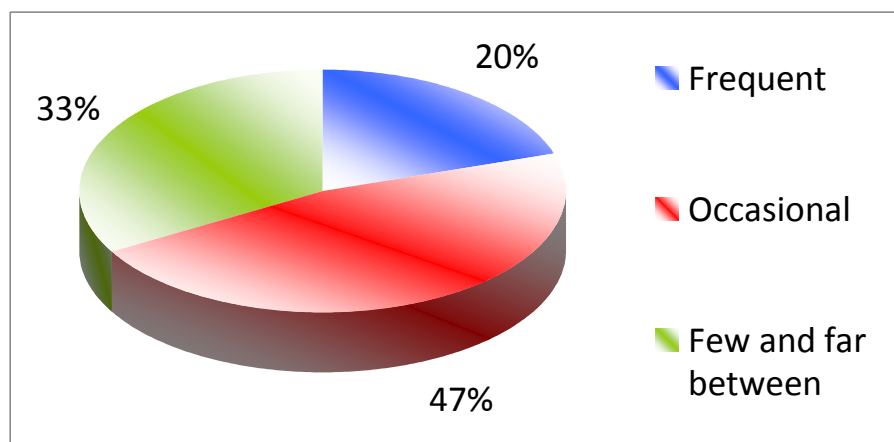
**Figure 21**



This question is intended to discover whether the students avoided contact with the teacher (see fig. 21). It was noticed that, when the teacher asks a direct question to a student, 20% of the students (3 students) pretend to be reading; 27% of the students (4 students) pretend to be writing; 20% of the students (3 students) answer the question and 33% of the students (5 students) ask a friend for help. In this graphic it can be noticed, that the majority of students (80%) avoid the teacher.

Question 7: You would say your oral participation in class is:

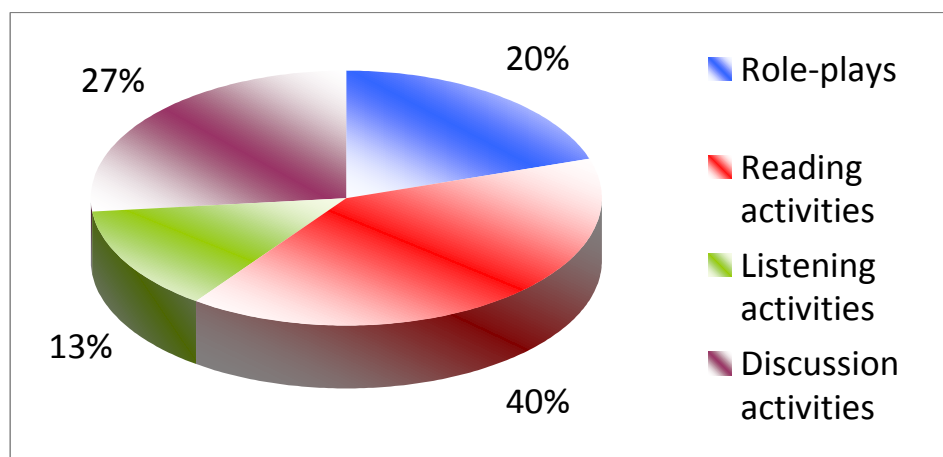
**Figure 22**



Through this question, the research team aims to discover how students consider themselves in terms of performance in the classroom (advanced, intermediate or novice student) (see fig. 22). 20% of students (3 students) consider that their oral participation in class is frequent; 33% of students (5 students) consider that their oral participation in class is few and far between; 47% (7 students) of students consider that their oral participation in class is occasional. Graphic data indicates that the majority of students consider themselves as intermediate students. However, a considerable group of people (33%) are considered as novice student, that is, they are passive students, and only a small group of people are active students.

Question 8: *In which class activities do you participate the most?*

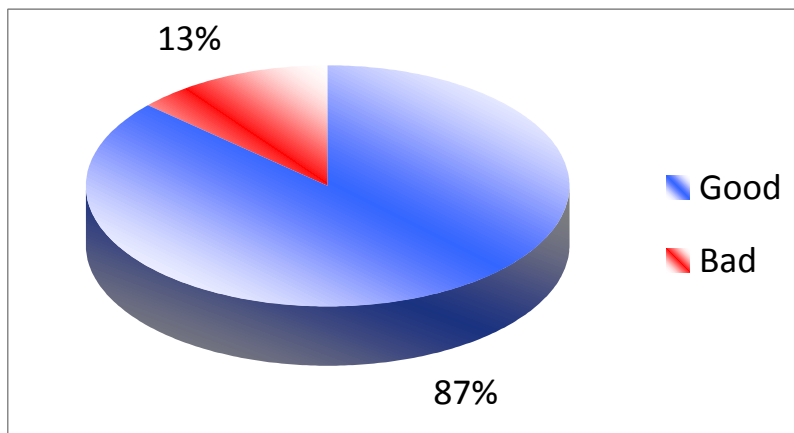
**Figure 23**



This question aims to present what kind of activities, provided by the teacher (see fig. 16), students prefer to participate (see fig. 23). 20% of the students (3 students) prefer to participate in role-plays; 40% of the students (6 students) prefer to participate in reading activities; 13% of the students (2 students) prefer to participate in listening activities; and 27% of the students (4 students) prefer to participate in discussion activities. Graphic data shows that the majority of students do not like activities in which speaking is a major issue.

Question 9: *Your relationship with the teacher might be described as:*

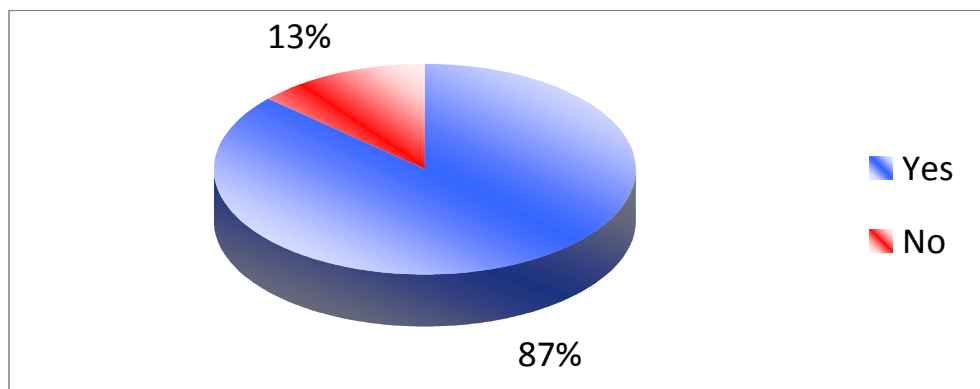
**Figure 24**



Through this question, the research team wanted to know about the student-teacher relationship (see fig. 24). As it can be noticed in the diagram, the majority of students 87% (13 students) affirmed that they have a good relationship with the teacher while a minor group of students 13% (2 students) stated having a bad relationship with the teacher. These results indicate that the majority of students have a good relationship with the teacher and therefore, they are either advanced or intermediate oral-participating students since the relationship with the teacher foster their participation.

*Question 10: Do you think having a good/bad relationship with the teacher affects your oral participation in class?*

**Figure 25**



By means of this question, the research team wanted to know whether participants consider that having good or bad relationship with the teacher influence somehow their oral participation in class. 87% of the students (13 students) consider that having a good or bad relationship really affects their oral participation in class (see fig. 25). On the other hand, only 13% of the students (2 students) consider that this fact does not affect their participation in class.

### 7.6.3. FINDINGS STRUCTURED INTERVIEW

In light of the above-presented information, it can be argued that:

- ◆ Students do not like to participate orally in class, which is related to various factors, like the kind of activities presented by the teacher, or students' own interests (they prefer reading activities).
  
- ◆ 80 % of students avoid the teacher constantly.
- ◆ 80 % of students are passive oral-participating students.
- ◆ 20 % of students are active oral-participating students.
- ◆ Students do not practice speaking activities outside class.
- ◆ Students own perceptions affect their performance in class
- ◆ The majority of students consider themselves as intermediate students. However, a considerable group of students are considered as novice student.

## 8. GENERAL CONCLUSIONS

Bearing in mind that oral classroom participation offers the possibility to practice grammar and vocabulary in a real context, it is also important to note, that conversational interaction (i.e. making use of different interaction patterns) forms the basis for the development of syntax, grammar and linguistic knowledge (Wagner-Gough and Hatch, 1975).

Consequently, students who actively participate orally in Pre-Intermediate English classes have the opportunity to fully empower and foster their oral proficiency as well as their other language skills. On the other hand, students who do not participate orally are inhibiting their development in oral proficiency (Tsou, 2005).

According to the analysis of the observations, the research team members determined that the majority of students in Pre-intermediate group B1 are intermediate (10) and novice (2) students when dealing with oral proficiency, thus two types of interactions patterns were identified:

- ◆ Teacher-student
- ◆ Student-student (occasionally) e.g. role-plays.

Only few students are advanced (2), which are also identified with the three interaction patterns during Pre-intermediate classes:

- ◆ Teacher – student
- ◆ Student – student
- ◆ Student – student

Data indicated that the major causes of student's lack of oral classroom participation are:

- ◆ First semester students do not like speaking activities; they prefer reading and writing activities.
- ◆ First semester students do not practice speaking English outside class.
- ◆ Although the University Program is focused in English teaching, English teaching is not the main goal for first semester students.
- ◆ First semester students want to learn the language to travel abroad.
- ◆ The majority of students consider themselves as intermediate students (focused observations, structured interview)

These factors, as well as others such as student's confidence, motivation, social and internal factors, are affecting the first semester students' oral proficiency; nevertheless it is not within the scope of this research to discuss these matters. Further studies should be conducted to deeply analyze them.

## 9. RECOMMENDATIONS

Based on the previous conclusions, the research team considers relevant the following:

1. Students may benefit from the use of resources available in the university; that is why the School of Languages or the University could conduct an advertising campaign promoting the use of free resources to students.
2. First semester students should develop conversational strategies in order to improve their oral proficiency. To this matter, the School of Languages could help students by giving tutorials or organizing events such as language fairs or gatherings to discuss topics related to the program.
3. Eighth and ninth semester students together with the School of Languages, could plan and arrange conferences based on second language teaching or second language acquisition, to motivate students to be more engaged in the program.
4. For personal improvement and pedagogical purposes a standardized test like the OPI (Oral Proficiency Interview) can be applied to first semester students in order to determine their oral proficiency level.

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## **11. APPENDIXES**

### **11.1. APPENDIX A:**

**TAXONOMIC ANALYSIS OF THE THREE OPEN-ENDED OBSERVATIONS**

### **11.2. APPENDIX B:**

**MAP OF CLASSROOM 512, FOCUSED OBSERVATION**

### **11.3. APPENDIX C:**

**MAP OF CLASSROOM 512, SELECTIVE OBSERVATION**

### **11.4. APPENDIX D:**

**TAXONOMIC ANALYSIS OF THE FOCUSED AND SELECTIVE OBSERVATIONS**

### **11.5. APPENDIX E:**

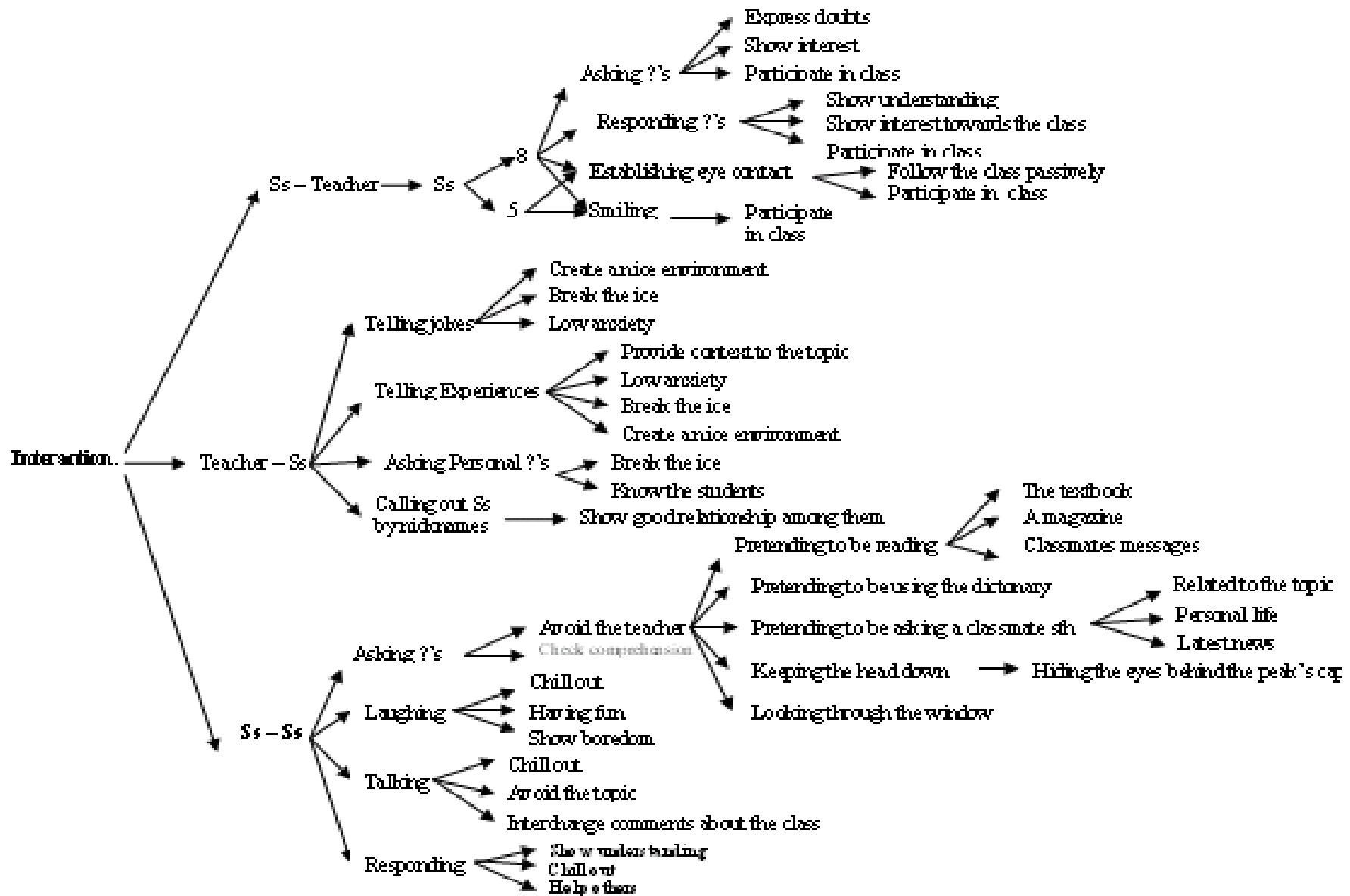
**NEEDS ANALYSIS FORM**

### **11.6. APPENDIX F:**

**STRUCTURED INTERVIEW**

## 11.1. APPENDIX A:

## TAXONOMIC ANALYSIS OF THE THREE OPEN-ENDED OBSERVATIONS

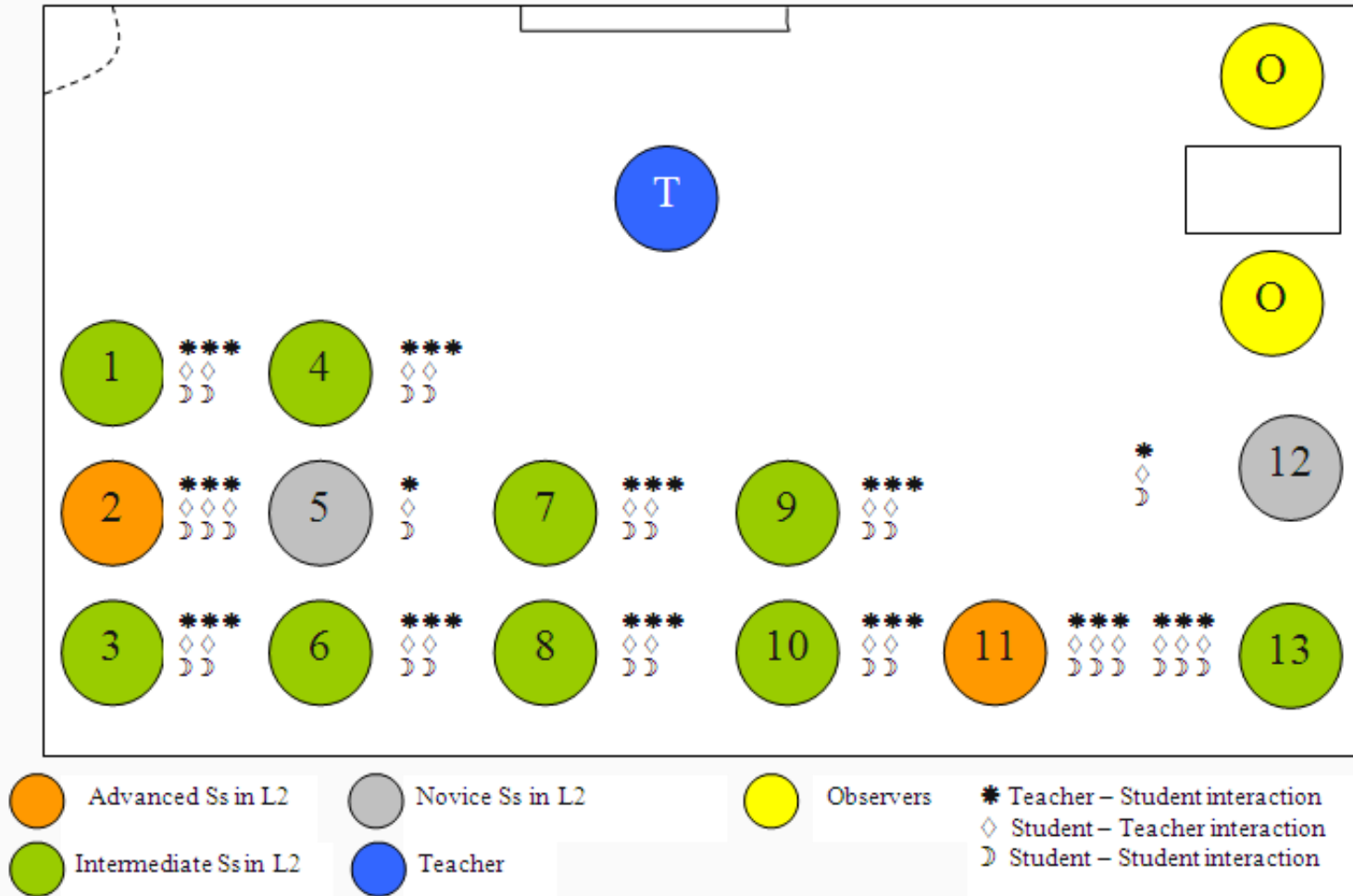


11.2. APPENDIX B:

MAP OF CLASSROOM 512, FOCUSED OBSERVATION

Room: 512

MAP 1: FOCUSED OBSERVATION

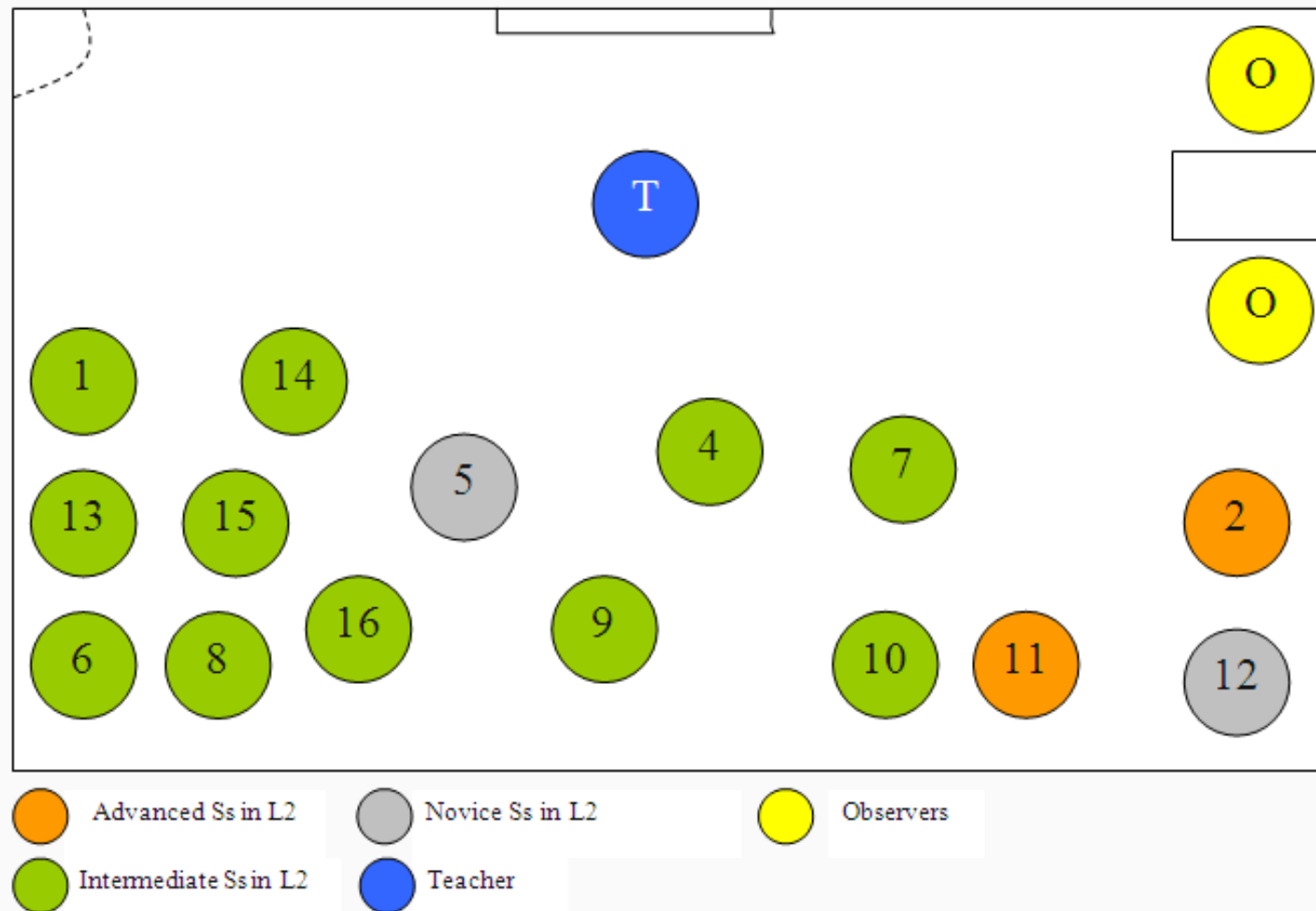


## 11.3. APPENDIX C:

## MAP OF CLASSROOM 512, SELECTIVE OBSERVATION

Room: 512

MAP 2: SELECTIVE OBSERVATION



11.4. APPENDIX D:

TAXONOMIC ANALYSIS OF THE FOCUSED AND SELECTIVE OBSERVATIONS



**11.5. APPENDIX E:  
NEEDS ANALYSIS FORM**



## Needs Analysis Form

First Semester Students

– Oral Proficiency –

### Demographic Information

Name		Date of Birth	M F Gender
( )	( )		
Phone Number	Mobile Phone Number		
Address	Neighborhood		
City	State		

### Education

<p>Previous studies in English</p> <p>1. ( Yes )      2. ( No )</p>	<p>High School</p> <p>1. (Private) 2. (Public) 3. (Parochial)</p>
<p>Why are you studying English?</p> <p>1. To speak English ( )</p> <p>2. To travel to an English speaking country ( )</p> <p>3. To become a teacher ( )</p>	<p>Who do you usually speak English with?</p> <p>1. Friends ( )</p> <p>2. Teachers ( )</p> <p>3. Classmates ( )</p> <p>4. Relatives ( )</p>
<p>How often do you speak English in L2 classes?</p>	<p>How do you consider yourself in speaking?</p>

- 
1. Never ( )
  2. Often ( )
  3. Sometimes ( )
  4. Always ( )

- 
1. Bad ( )
  2. Regular ( )
  3. Good ( )
  4. Very good ( )
  5. Excellent ( )

---

You find speaking English

1. Difficult ( )
2. Normal ( )
3. Easy ( )

---

Rate the speaking skill

1. The most difficult ( )
2. Difficult ( )
3. Easy ( )
4. The easiest ( )

---

You learn English better by

1. Reading ( )
2. Writing ( )
3. Listening ( )
4. Speaking ( )

---

Which of these resources do you have access to practice English?

1. Cable T.V ( )
2. Internet ( )
3. Native Speakers ( )
4. Magazines- Newspapers ( )
5. Music ( )

---

Select the resources you use the most to practice English. Rate them from 1 to 5.

1. Cable T.V ( )
2. Internet ( )
3. Native Speakers ( )
4. Magazines- Newspapers ( )
5. Music ( )

---

You work best:

1. By yourself ( )
2. In pairs ( )
3. In small groups ( )
4. In big groups ( )

---

You prefer studying:

1. At the library ( )
2. At your friends ( )
3. At home ( )
4. Outdoors ( )

---

After your English classes you study:

1. 30 minutes
2. 60 minutes
3. More than 60 minutes



---

You practice your speaking skill

1. In front of the mirror ( )
2. Repeating mentally ( )
3. Doing drafts ( )
4. Practicing with your friends ( )
5. All above ( )

**Thank you very much**

## 11.6. APPENDIX F: STRUCTURED INTERVIEW

# Structured Interview

First Semester Students

– Oral Proficiency –

	QUESTIONS	OPTIONS				
		A	B	C	D	E
1	When you are in class, do you like:	Reading	Listening	Speaking	Writing	
2	When you have a question, do you prefer:	Asking a classmate	Asking the teacher	Looking for the answer in a book / dictionary		
3	When the teacher asks an open question, do you:	Answer the question	Wait until someone else talk	Don't answer (eventually someone will do it)		
4	Are you worried about your proficiency in:	Reading	Listening	Speaking	Writing	
5	Your main concern when you speak in class is:	Pronunciation	Possible errors	Fluency	Contribute with the flow of the class	The length of your intervention
6	When the teacher asks you a direct question do you:	Pretend to be reading	Pretend to be writing	Answer the question	Ask a friend to help you	
7	You would say your oral participation in class is:	Frequent	Occasional	Few and far between		
8	In which class activities do you participate the most?	Role-plays	Reading activities	Listening activities	Discussion activities	
9	Your relationship with the teacher might be described as:	Good	Bad			
10	Do you think having a good/bad relationship with the teacher affects your oral participation in class?	Yes	No			