

UNIVERSIDAD DEL NORTE

FACTORS THAT HINDER THE SUCCESSFUL DEVELOPMENT OF SPEAKING  
PROFICIENCY: A RESEARCH STUDY CONDUCTED AT A PUBLIC COLOMBIAN  
CARIBBEAN UNIVERSITY

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KEY WORDS

Speaking- Oral Proficiency- Curriculum- Interaction- Apprehension- Motivation- Learning  
Expectations

ABSTRACT

This paper reports the results of a qualitative study that intended to identify the problems with the oral English skills development of students in the fifth English level at a Colombian Caribbean University. Semi-structured interviews, class observations, document analyses, and research surveys were conducted in order to understand the contexts and conditions in which students developed their oral English skills in an ELF undergraduate program. The investigation comprises five categories motivation, interaction, materials, methodology, and learning expectations. The results of this research study let us realize that it is necessary to create the conditions and offer opportunities to promote verbal communication in English inside and especially outside class. Furthermore, there should be a better alignment between oral proficiency goals and instruction in the search for solving a variety of problems such as, the inadequate development of oral proficiency in English and the tendency to avoid, and even fear communicating orally. These issues are closely related to the sociocultural, institutional, and interpersonal contexts in which the studied population find themselves.

## INTRODUCTION

Being proficient in English has become one of the most relevant purposes in foreign-language teaching, that is to say, to prepare learners to be capable of using the language in social, personal, school, and work situations (Peregoy & Owen 2009, p. 34). In particular, oral proficiency is the skill that generally most English learners pursue due to the immediacy of the interaction. “Spoken language is very important as it is the students’ most effective way of being able to communicate,” (Halmstad, 2011, p. 4). Moreover, “spoken interaction, seen as a naturally occurring phenomenon, is the primary mode of existence for human language” (Schegloff, 1987, p. 25). Additionally, “speech is encoded in a form of sound, it is linear, and real time, which results in its differences from written language” (p.25).

In her Article *English as a Vehicular Language*, Judith Munat (2005, p. 145) from the University of Pisa argues that, “English has become an important feature of business, diplomacy, education, and personal relationships all over the world.” Moreover, she asserts that “English today is considered as the international lingua franca,” which she defines as “a neutral language (not the native language of either of the speakers) chosen as a medium of communication among speakers of different languages (p. 151).” She continues affirming that,

“According to some estimates, English is spoken (at various levels of competence) by more than 2,000 million people around the world, including native speakers (about 380 million) and people who learn it as a second or foreign language (p. 143).”

In the same vein, Cristal (2003, p. 4) affirms that “English is a global language,

which means that it is used officially as a medium of communication in such domains as government, the law courts, the media, and educational system.”

With this world picture in mind it was decided to conduct a research study for uncovering the factors that hinder the successful development of speaking proficiency of students in an ELF undergraduate program.

The university where this research study was developed offers a five English level program, which aims at taking students to achieve a B2 level of language proficiency, according to the Common European Framework of Reference for Languages. The program adds up 320 hours of instruction in English divided into five levels of 64 four hours each.

However, upon the completion of the program, just a small percentage of students seems to develop adequate oral proficiency in the English language but most of them do not seem willing to speak in English and tend to have very poor fluency, which is evident in the deficiency of communicative skills, especially when they want to express an idea or talk about any doubt in front of their peers and teachers. The majority of the students experience the tendency to avoid, and even fear communicating orally.

In order to understand the contexts and conditions in which students developed their oral English skills, semi-structured interviews, class observations, document analyses, and research surveys were conducted. The investigation comprises five categories motivation, interaction, materials, methodology, and learning expectations, and it is intended to draw some recommendations for mitigating the gap of speaking skills development.

## RATIONALE

This study highlights the role of speaking as an important factor for successful learners' language proficiency. Speaking skillfully, expressing one's ideas, thoughts, and feelings provides the speaker with several advantages. In the book *English as a Lingua Franca: Studies and Findings*, Anna Mauranen & Elina Ranta (2009, p. 2-3) from the University of Cambridge, state that "English has established its position as the global lingua franca beyond any doubt; along with this status, it has become one of the symbols of our time, together with globalization, networking and economic integration." Moreover, they assert that at the same time "English has been welcomed as a vehicle of efficiency in business and science, or as a new means of communication for globally emergent localities in a variety of non-mainstream subcultures (p. 1)"

In short they conclude that "English as a language of communication between speakers for whom it is an additional language is assuming an increasingly vital role outside countries where English has an official status" (p. 1).

In an academic dissertation of the Faculty of Arts at the University of Helsinki, Jaana Suviniitty (2012) asserts that, using English "would keep a business meeting or negotiation more neutral than when native languages are used, since it is a functional tool without a heavy emotional burden" (p. 39). She continuously affirms that it also guarantees equality: in contexts where the participants come from different language backgrounds; "it puts everyone at the same level when no one speaks their native language, but all speak English" (p. 39).

The ideas outlined above refer to the global environment in which college students from any nationality have to compete nowadays. In that sense it can be a disadvantage to

move against this world tendency. That is to say, undervalue the opportunities fluent English speakers have worldwide is, in the long run, like the old saying says, swim against the tide.

The University where this research was developed is a public institution, located in a Colombian coastal city. It offers a five English level program, which expects to take students to achieve a B2 level according to the Common European Framework of Reference for Languages. The program adds up 320 hours of instruction in English divided into five levels of 64 four hours each, as it was mentioned in the introduction.

The students are aged between 17 and 22 years old. They study in different academic programs that the University offers. Most of them have graduated from high school in public schools from the capital city or the small towns and rural areas around this city, and they belong to varied socio-economic status.

Upon the completion of the program, just a small percentage of students seems to develop adequate oral proficiency in the English language but most of them do not seem willing to speak in English and have very poor fluency which is evident in the deficiency of communicative skills, especially when they want to express an idea or talk about any doubt in front of the rest of the class.

The students of the University in which this study was conducted tend to develop higher levels of proficiency in the other language skills. They perform better and get higher marks in grammar tests and reading comprehension, but they find themselves lost when they are asked to speak in front of their peers in class or when they have to do any oral activity. They also hesitate when they happen to get in touch using this language outside the classroom and, in general, they cannot communicate appropriately orally and a great

percentage of them are unwilling to participate in activities that require the use of speaking. The low performance on the speaking skill has been evidenced on the oral interaction activities, evaluation results, and other different activities conducted by the teachers in each class and each semester. The teachers who guide the English courses in this University are concerned and have been aware of this problematic situation for a long time. This situation in turn motivates the authors to look for the issues that have influenced or caused it. They consider that this problem deserves being an object of study since the challenge and goals established by the English Department is to achieve a B2 English level according to the Common European Framework. The university expects to have qualified and proficient students in English, able to operate in a globalized world by means of this language, but this challenge has been difficult to achieve until now.

The main purpose of this research study is not only to identify those speaking development factors that affect students' oral performance but to use them as a source of input for possible institutional informed decisions and also as a documented experience that may serve as future reference for the contexts dealing with similar issues.

It is also necessary to recognize the learners' apparent prevention to get involved in producing oral communication with others despite having strong vocabulary and language grammar structure foundations. Even though the learners are commonly skillful in grammar and vocabulary, they are not able to speak in English. They seem to feel uncomfortable when any activity requires their oral participation. All these problematic situations required special attention and led us formulate some inquiries that have been specified in a research question as follows:

## RESEARCH QUESTION

What factors hinder the successful development of speaking proficiency of students who are in the fifth English level at a public Colombian Caribbean University?

## GENERAL OBJECTIVE

Identify factors that hinder the successful development of speaking proficiency of students who are in the fifth English level at a public Colombian Caribbean University as a source of input for possible institutional informed decisions and conduct a formal analysis of students' speaking skills perceptions and development in this context.

## SPECIFIC OBJECTIVES

- Find out the role that oral proficiency plays on the English program.
- Identify the influence that curriculum organization in terms of interaction, motivation, material and methodology have on learners' oral performance.
- Uncover possible causes for generally observed apprehension of the students towards speaking in English.

## THEORETICAL FRAMEWORK

One of the basic purposes in foreign-language teaching is to prepare learners to be able to use language (Bygate, 1981, pag. 12 -20; Hyland, 1997). This may be defined as language proficiency, which, in terms of Perego & Owen (2009, p. 34), “is the ability to use a language effectively and appropriately throughout the range of social, personal, school, and work situations required for daily living in a given society.” It represents a large and complex array of knowledge in order to use a language appropriately, which involves social and grammatical competence, and the development of a repertoire of oral and written language skills to achieve successful communication.

One important thought stated by Shumin (2002) is that “effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation” (p. 204), and Brown (2001, p. 271) adds that “in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language.”

Moreover, Brown (2001) also remarks as sub skills of oral communication: The use of appropriate registers as well as implicative and pragmatic conventions and other sociolinguistic traits, links and acquaintance between events, unveiling such relations as main idea, supporting idea, and new information, given information, generalization, and exemplification. Verbal and no- verbal clues, like kinetics and distance, are also used to deliver meaning.

Key words and rephrasing are speaking strategies that are used and developed to

provide a context for interpreting the meaning of words; ask for help and properly evaluate if the speaker is making sense of the conveyed message.

Brown (2001), for example, states that “Speaking skill itself can be stated as the skill to use the language to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation” (p. 10).

“Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends” (Bygate, 1987).

There are several skills involved in learning a new language: (listening, reading, writing, and speaking). All of them are essential to be proficient in it. But speaking is the skill which shows to be more complex than the others, due to its features and nature. Brown (2001) claims that when someone asks you: "Do you speak English?" It means that the person can carry on a conversation reasonably competently (p. 267). In addition, Brown (2001) claims that “the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.”

According to Brown (1994), Harmer (2001) fluent speech is phrasal, not word by word. Moreover, he asserts that “the fluent speaker appeals to linguistic resources like redundancy to make meaning clearer, colloquial contractions in less formal environments,” otherwise, “the speakers can sometimes develop a stilted, bookish quality of speaking that

may stigmatize them”(p. 256).

Native and nonnative speakers of a language typically differ by the hesitation phenomena, which goes along with fillers that make a conversation more natural (Halliday, 1987). The stress-timed rhythm of oral English and its intonation patterns also carry out significant messages (p. 29). The author remarks that “the unpredictable nature of discourse, whereby each utterance is reliant on a previous one, guarantees its spontaneity. Furthermore, the 'real-time processing' nature of speaking demands of speech production explains many of the characteristics of oral language” (Halliday, 1987).

One of the main issues in teaching is to prepare learners to be able to use the language. It is known that there is a difference between knowledge about the language and skill in using it. This distinction is crucial in the teaching of speaking, (Bygate, 1987). In this sense the author makes an analogy about fluency in speaking and the way a driver operates a car as a metaphor to illustrate how learners would improve their oral communication practices. That is to say, the more you practice a skill, the more you become better at it. Thus, speaking is a skill that needs practice and learners have to be in touch with it as much as possible.

One relevant topic of study in the field of speech communication is the tendency on the part of some people to avoid, and even fear communicating orally (Daly 1991: 3, cited in Lian & Budin , 2014, p. 67). Horwitz , Horwitz, & Cope, (1986, p.128) define communication apprehension as: “a type of shyness characterized by fear or anxiety about communicating with people.” Other studies have addressed similar issues and have provided relevant information. They have given assertions that may help us interpret this subject. Park and Lee (2005, p. 197) claim: “Anxiety is one of the most negative variables which prevent

learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor oral performance,” Park and Lee (2005) also state: “Communication confidence and self-image of language potential were closely correlated with oral performance” (p. 206).

(McCroskey, Fayer, & Richmond, 2005), “If a student is apprehensive about communicating in his second language, it is likely he will avoid doing so” (p.185). Fear in L2 students is a common behavior, but it becomes a real problem that generates other difficulties in their social interaction.

Learners turn to hesitate when they have to participate orally in front of the rest of the students. Brown (2001) cited in (Adeyemi, 2014, p. 135), for example, says that “One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible.” Learners should not be nervous in making mistakes. “With practice students begin to internalize the vocabulary and sentence structures until it becomes automatic” (Szeto, 2009, p. 6). Fluency is a process in which excellence is gained from practice and challenge to speak in the target language.

Meanwhile Arnold & Brown (1999) believe that “anxiety in language learning may possibly be the most pervasive obstruction to the learning process. It is significant to say that the success of most teaching and learning is evaluated in terms of the students' ability to speak”. Furthermore, in their study Park and Lee (2005) concluded that

The correlation analysis of anxiety/confidence and the elements of oral performance showed that confidence was more closely correlated with L2 learners' attitude and

interaction including communication strategies and social conversation skills of oral performance, while anxiety was more negatively correlated with L2 learners' range of oral performance such as vocabulary and grammar. (p. 197).

McCroskey, Fayer, & Richmond (2005) also claimed that L2 speaking apprehension may stem either from the learner's lack of confidence about her/his ability with the second language or from her/his general communication apprehension. A learner that does not feel confident herself/himself will probably become a speaker with limited fluency.

In his book, *On Grammar*, M.A. K. Halliday (1987) asserts that it seems that one of the most productive areas of discussion between linguists and educators in the past quarter century has been of speech and the spoken language. By speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth (Bashir, Azeem, & Dog, 2011, p. 35). Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction (Shumin, 2002). Learning to speak also demands a lot of practice and attention (Bashir, Azeem, & Dog, 2011). Speaking is then a skill that requires a prior training and more preparation.

However, "Spoken language is very important as it is the students' most effective way of being able to communicate," (Halmstad, 2011, p. 4). The success of good oral production goes hand in hand with a co-constructed relation of elements, which make up a proficient learner in a language. "Speaking is a medium through which much language is learnt. Perhaps, then, the teaching of speaking merits more thought" (Bygate, 1987, p. 136). Regarding this statement, it is possible to claim that the success of meaningful oral

communication requires special attention on speaking development. “Students may be taught the vocabulary and sentence structure, but the key to speaking comes from oral language practice” (Szeto, 2009, p. 6). Thornbury (2005) claimed: “For a long time it was assumed that the ability to speak fluently followed naturally from the teaching of grammar and vocabulary” (p. 6). In fact, the strong role that grammar and vocabulary play in effective oral communication is highly considered but learners require encouraged speaking before they can use the language. It is known that a message is structured and conveyed if it has a logical sense that encourages emissaries the effect to encode a real message.

Institutional decisions like curricular organization may also affect the learner’s oral performance, understanding curriculum as “suite of teaching and learning events with intentional substance, scope, and sequence, events that are patterned according to local and professional criteria and principles, designed to achieve specific instructional outcomes, and measured and justified by appropriate evaluation procedures” (Jurasek, 1996. p. 2). Moreover, Lange (1994) asserted that “it is necessary to view the language-learning curriculum not merely as the acquisition of phonemic, syntactic, and lexical rules but as an integration of at least four contents for the expression of personal knowledge and meaning.” In terms of Lange (1994. p. 3) there is a crisis in the foreign language curriculum, which is described in these three conditions: “foreign language curricula demand complex curricular and instructional choices. They are controlled by factors external to college and university programs, such as publishers and textbook authors besides these curricula are elaborate because of the need to respond many expected learning outcomes.” In the same vain, the author insists that the actual curriculum should be necessarily determined by academic deliberations, real necessities of students, and classroom teachers. However, it is not settled

by curricular theorists, curriculum supervisors, or teachers, but by publishers and textbook authors. In clear and direct language, the author concludes that the design of elementary, secondary, and college foreign language curricula have been delegated to commercial interests. “They have determined both the content and direction of such programs. What sells is what gets printed; what gets printed is used; what is used is considered appropriate in all ways because it has been published.” (Lange, 1994, p.12).

Being proficient in a language goes beyond expressing simple grammar structures or group of words put together. It is a more conscious process that implies an action of conveying rational thinking with choosing words with an intentional purpose.

In recent years, it has been shown that speaking another language has been considered a significant device that gives individuals the choice to be involved in a globalized world. Researchers have found out that speaking is a relevant skill to be considered in the learning process. Hamm and Adams (2012) point out that oral language is the primary means of communication. Even though there are many ways of conveying information, oral language is very suitable and effective at the moment to interact in another language. According to Palmer (2010) oral language is “students’ main way of communicating and it is a very important part of their learning process”, (cited in Halmstad 2011).

For this study it was borne in mind some categories we researchers recognized as fundamental aspects to cover the main topic of this study from different angles. These categories were used as base for designing the tools for gathering the data in order to narrow down or specify our research field; they are:

Interaction:

Interaction interferes greatly with the speaking performance; it is seen as a significant aspect when the teaching learning process is developed. The Cambridge International Dictionary of English (Procter, 1995) defines the verb ‘to interact’ as “to communicate with or react to (each other).” But it also embraces reciprocity. Likewise, Dagarin (2004, p. 128) defines classroom interaction as “a two-way process between the participants in the learning process. The teacher influences the learners and vice versa.” It is an action that represents a sending of words from each part that comprises feedback. Brown (2001, p. 165) establishes a relation between interaction and communication, saying that “...interaction is, in fact, the heart of communication: it is what communication is all about.” That relation is seen as a significant issue on the success of the communication in the classroom. It is done between *teacher-learners*, *learner-learner*. These are the most common ways of organizing classroom interaction, depending on who communicates with whom. The authors cited above coincide in how important and necessary is interaction in the field of learning. Moreover, from our own experience, sometimes in the role of teachers and some other time as learners, we can add that interaction is a natural behavior we have as humans. The classroom as part of a human activity must be coherent with the dialogical nature of individuals.

Motivation:

Motivation is related to the learner’s confidence to speak in English and his/her inner disposition to learn. It has been a factor that significantly influences the learners’ attention in the classroom. Julkunen (2001, p. 29), for example, asserts that “in the classroom context motivation can be seen as a continuous interaction process between the

learner and the environment...it transforms a number of separate reactions into significant actions.”

Motivation plays an exceptional role in the learners' English speaking training. It has to do with the teachers' instruction and the learners' input and the way each part of the process performs its function. If the learners put into practice the language by themselves, then they become aware of something they can consider useful, and they are encouraged to go on learning as well: “perhaps the most important factor is to keep up motivation in the learning process itself” (Shi, 2006) Cited in Liu (2010, p. 138). “Many researches in the motivation field proved that there was an inseparable relationship between motivational strength and oral English proficiency” (Liu, 2010, p. 138). The ability to speak English is seriously influenced by the degree of motivation learners received. Thus, this relationship should be unbreakable and even better it may increase every day.

Motivation embraces several factors around the learners, which encourage their acts and preferences. In that vein, Ellis (2008, p. 75) states that “motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn a second language.” This influence determines in what measure the learners will adopt this learning process. Lier (1996) cited in Arnold & Brown (1999, p.185) asserts that “poverty of expressions in our learners may be due to the fact that they are not encouraged to find sources of speaking, their own voice, within themselves, and with each other.” It may have to do with the kind of intrinsic motivation they have in which they are being taught.

Material:

Teachers provide learners with a variety of materials such as reading texts, posters, dialogues, pictures, diagrams, tasks, and other activities, etc. These materials have been designed and developed to practice the four basic language skills (reading, writing, listening, and speaking). But, are they enough or used appropriately to encourage speaking? And why are materials important in the oral proficiency? In many cases, materials play the role as the center of instruction, and it becomes one of the most important influences in the classroom setting. “Materials should be chosen based, in part, on what students, in general, are likely to find interesting and motivating”, (Kitao & Kitao, 1997). Allwright (1990), as cited in Kitao & Kitao (1997) emphasizes that “materials control learning and teaching” (p. 1). Thus, materials represent a significant component on learners’ learning and teachers’ teaching process.

Chomsky (1988, p. 181), for example, asserts that almost all teaching in the classroom makes the students feel interested in material, which is one significant factor for activating the learners’ motivation, (cited in Arnold & Brown, 1999, p. 13).

Methodology:

Methodology in this study refers to the teachers’ actions towards encouraging students’ development of oral skills. It also has to do with how the class organization promotes successful oral communication in the classroom. Methodology has been under study through the years, and it influences greatly the language learning and, thereby, oral competence. “The emergence of communicative language teaching in the 1980s led to

changed views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today” (Richards, 1998, p. 2). Learners play an essential role on the kind of methodology applied in the classroom. Che (2013) , for example, argues that learners can express their ideas about the strengths and weakness of any methodology and this is possible by assessing their performance in any course; furthermore, teachers should take the feedback into serious consideration to improve the teaching methodology. The methodology applied in the classroom should be a deal between teachers and learners. Che (2013) also claims that “It is important to know the effectiveness of a teaching methodology and one of the ways is by asking learners themselves for they are directly affected by it” (p. 61).

#### Learning Expectations:

Learning expectations are defined here as the opportunities that learners would have to put into practice their English learning and how they are going to use it in their professional development. The expectations describe the knowledge and skills that learners are estimated to develop and demonstrate in their work life in a future on which their achievement is going to be assessed and evaluated as practitioner. It is as an added value that learners would like to have to be proficient on their jobs further on. According to Coleman (2011; p. 2), “English is viewed as a subject imposed on the school curriculum for reasons undefined to them.” Many learners go through their educational career without proficiency in English. The tendency is to pay little attention to the subject. However, some researchers like Iman (2005) and Rogers (1982) cited in Coleman (2001; p. 3) claim that “proficiency in English guarantees economic development, or a better future, it is obvious that it has a great contributory effect.” The English competence for undergraduate

need to gain more significance since a better working life could depend on it. Some researchers have highlighted the importance of the English knowledge in getting future jobs. Wijewardene, Yong, & Chinna (2014; p. 140) claim that “The ability to communicate effectively in English plays a pivotal role in the assessing of the suitability of graduates for gainful employment.” Learners’ learning expectations should be taken into account more seriously and must be included as a prevailing feature for being considered in the curricula.

This study also attempts to provide findings for future researchers in order to become aware of problems faced in classroom speaking practices.

Next section shows the research choices made in this work, the way this study was conducted and the way the data collecting techniques were carried out. It presents the information gathered from the population during the process and its analysis to triangulate the data and find out patterns.

## METHODOLOGY

Our main concern was to identify factors that hinder the successful development of speaking proficiency of students who are in the fifth English level at a public Colombian Caribbean University. This study follows a qualitative research approach since this type of method, according to Mack, Woodson, Macqeen, & Guest (2005, p. 1), “is especially effective in obtaining specific information about the values, opinions, behaviors, and social contexts of particular populations.” Moreover these authors claim that:

“It provides information about the “human” side of an issue ...Qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the research issue may not be readily apparent...qualitative research can help us to interpret and better understand the complex reality of a given situation.” (p. 2)

In terms of reliability we considered the strenghts that qualitative reseach offers to this kind of studies. Griffin (2004), for example, stresses that “Qualitative methods can also allow reserachers a dregree of flexibility in the conduct of a particular study, and facilitate the examination of sensitive or difficult topics in a relationship of trust developed between different aspects of people’s lives” (p. 4). We focused our study not only on the speaking issue itself but also on the learners’ real context. Thus, we considered this method as the most suitable and applicable.

Within this approach a case study was selected in order to get in-depth information from the participants and context based on different data collecting techniques such as interviews, classroom observations, surveys, and documents over an extended period of time of 1 and a half year.

Yin (1989) defines case study as “an empirical inquiry that investigates a contemporary phenomenon within its real life context especially when the boundaries between phenomenon and context are not clearly evident” (p. 13). We considered appropriate appealing to case study since “it is preferred when the focus is on a contemporary phenomenon within some real-life context” (Yin, 1989; p. 1). We wanted to get first-hand information, that is, the data which came directly from the learners in their real setting. Creswell, (1994) on the other hand, refers to a case study as an in-depth exploration of a system based on extensive data collection; this system refers to the events, contexts, activities, and individuals. The data was gathered based on different tools applied on the learners’ context.

Case studies have several sources of data. Thus, we have crossed our findings to see recurrent patterns. Yin (2003) claims that: “...the case study’s unique strength is its ability to deal with a full variety of evidence...” (p. 8). The stage of triangulation supported us to better represent the learners’ real situation of the case study during the data analysis Hansen & Liu, (1997) state: “we should also try to triangulate our data collection methods in order to understand different phases and multiple layers of social identity” (p. 574). In the same vein, Spolsky, (2000) asserts that “the triangulation as it were, builds our confidence in the results” (p. 162). This connection of recurrent facts helped us to identify patterns that allowed establish coincidences that became concluded statements.

Bellow, we show each tool for collecting data, when and where they took place, the way they were applied, and why they were chosen. Besides, we identify the advantages and disadvantages that could interfere with the development of this study.

## DOCUMENT ANALYSIS

This study also took into account the results obtained from the written and oral tests carried out during the semester but especially those which were developed at the end of the courses. These exams are designed by the teachers according to the topics worked during the semester, but they are applied by other teachers of the same English level. A great percentage of the final grade is based on these exams. They represent 30% of it. In spite of the fact that we mostly emphasize on oral language, we considered appropriate to check out both of them (oral and written) and make a comparison in order to identify similarities and/or differences between the results yielded by them.

The written and oral exams are applied in the last week of classes. The written assessment document gets different stages in which students implement their skills of writing and comprehension. It is composed by exercises about completion, reading comprehension, writing e-mails, writing paragraphs, among others (See appendix 4).

The oral exam is designed as a bank of information questions about the topics worked during the whole semester. It is provided by the teachers previously and the students have the opportunity to prepare their answers and practice their potential response to every question before they take this test. (Appendix 6 shows an example of the questions asked by the teachers).

Establishing differences between written and spoken language has been of great importance and difficulty among researchers for many years. A great amount of scholars have drawn their attention to set particular differences regarding spoken and written

language. Some researchers believe that spoken is relevant due to the fact that speech was logically and historically prior to writing.

## INTERVIEW

The objective of an interview in words of Patton (1990) is “to find out what is on someone’s mind ... We interview people to find out from them those things we cannot directly observe” (p. 340). Thus, it was decided to implement interviews since it is an effective tool researchers can use to gather data in depth. Mainly, we wanted to get the respondents’ own perspective about what they know about their oral competence. “Interviews allow people to convey to others a situation from their own perspective and in their own words” (Kvale, 1996. p. 1). We also expected to get insight into their particular experiences in their own speaking training process. Besides, exploring the ways in which they perceive the English teaching process from their own point of view. We allowed respondents time to provide their answers. Interviews could reveal aspects that contribute to answer our research questions established at the beginning of this study from the learners’ own experience. We believe they can build on their own natural communicative skills to carry out the interviews effectively, as Hannabuss (1996; p. 22) stated: “interview has its natural basis in human conversation...interview allows the researcher to adjust the pace and style of asking questions, so to bring the best in the interviewee.”

Interviews contributed to the attainment of the data since they could be adjusted to the level and personality of the respondents. Interviews also drew out the spontaneous reactions of the respondents, and they were easy to be compared with other answers.

Moreover, interviews are good ways of instigating opinions on difficult and sensitive issues, which are not perceived on other data collection techniques. This tool provides in depth information about the object of the research, which otherwise cannot be collected with any other instrument. On the other hand, it is known that interviews are often challenging in the amount of time required to train, schedule, conduct, and analyze the data collected; for that reason, it would be harder to select a large sample, which means a little representation of the population.

Additionally, there is low anonymity, which may constrain the respondents' answers. Nonetheless, the use of this technique in this study brought up some drawbacks. For instance, some respondents did not want to talk on the voice-recording machine. They answered in idiosyncratic ways, which made comparison with other respondents a difficult issue and afterwards the organization of the information was complicated, which could become a problematic condition.

Semi-structured in depth interview was taken into account as a good tool to gather this part of the information from the learners since a number of questions on it were prepared in advance but such questions were designed to give the interviewer the chance to improvise for another subsequent questions, which were not planned in advance. This structure allowed the interviewers to go beyond the learners' first opinion.

These interviews were conducted to gain further information about relevant factors that hinder learners' speaking skills and the possible causes of these factors. They were carried out at the University locations where this study was developed. Six questions were asked in Spanish. These questions were asked in their native language in order to facilitate

the learners' comprehension. When they were designed, it was considered that if the questions were in English, it could have constraints on their language abilities to get answers in depth. They were designed previously attending to get significant assertions about the main subject of this study (speaking). If the students were not familiar with concepts or terms about the questions, they were immediately clarified. It was the case of Common European Framework, ESL program, level of performance, oral proficiency. It was done in order to get accurate answers. The interviews were addressed to 11 students from the last English level (five). The eleven students under study were interviewed and recorded one by one apart from the rest of the group. They were chosen at random by the interviewer who did not have acquaintance with them. There were seven (7) women and four (4) men. The name of the participants were not revealed in the transcript in order to protect their privacy. (See table 1).

Five categories were highlighted (interaction, motivation, materials, methodology, and learning expectations). They have been considered as fundamental pillars that guide this study in terms of oral proficiency. (See appendix 8).

There were some aspects taken into account for the analysis of the interview. Such as: coincidences on the learners' responses, similar expectations, particular experiences and events. They were key to categorize the findings from their ideas, which was one of the purposes of the research interview.

## CLASSROOM OBSERVATION

One of the most accurate collecting data techniques is observation; it provides valuable information for any research. Marshal & Rossman (1989) state that observation is "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). It is a detailed report of almost everything in an organized way, systematically.

It was decided to appeal to classroom observation as a device for assessing and recording the most specific information about what was happening in the learners' own setting. Direct observations in class sessions also helped to determine how participants communicated with each other, and it was possible to check out how much time was spent on various activities. Moreover, this data collection technique allowed the researchers to observe events such as body language, facial gestures, behavior, and other attitudes that could be difficult to get from other methods.

Classes were observed mainly to explore the learners' English speaking skill since speaking is the core of this study. Besides, notes were taken by the researchers to provide as many details as possible. The notes mainly were focused on the way the learners appeal to express ideas, the way they interact with the teacher and with each other using their own ideas, besides, the ability to improvise when are questioned.

It was a little uncomfortable for teachers and students when applying this kind of method because they appeared to feel afraid or frightened. Having a different person in the classroom makes the class environment stressful. We also have to deal with some

drawbacks, for instance: when people are observed they might behave differently. This may hinder the success of the analysis as in this case study. “Direct observation sometimes seems too risky because of the likelihood that being observed will change people’s behavior” (Allwright & Bailey , 1991, p. 3).

A total of four class observations were developed, given the information processing and interpretation observations convey and the fact that there was a specific focus: work on speaking development in class. Although this study was focused on fifth level, it was decided to carry out those observations not only in fifth level but also in the prior levels in order to compare how the speaking skill was managed during the process and how the level of complexity increased as the learners passed from one level to the next one. They were also videotaped and transcribed in order to make them easy to analyze. (See appendix 1: Classroom observation extract)

Table 2: shows the observation form used to report the notes when observing the class sessions. This format was designed by the researchers attending to five categories (interaction, motivation, material, methodology, and learning expectations), which were defined as relevant aspects to take into consideration in this study in terms of oral competence. This form helped us to organize the notes taken during the whole class, and it made easy the identification of significant events.

Each class observation revealed data, which we consider suitable for this study.

Table 2 Observation Format

<b>Observation Format</b>	Group:	Date
Teacher's name:	Students level	
Viewer's name:	time:	
Objective: Identify factors that hinder the successful development of speaking proficiency of students who are in the fifth English level.	Descriptions	
Topic:		
<b>Type of activity:</b> 1. Oral and written production ____ 2. Reception ____ 3. Interaction ____		
<b>Organization of the group:</b> (GROUPS/INDIVIDUAL)		
Proportionally, how much does the teacher speak?		
Proportionally, how much do the learners speak?		
<b>Linguistics explanation:</b> (grammar, phonetics, vocabulary. Etc.)		
<b>Use of material:</b>		
<b>Skills used during the class:</b>		
<b>Feedback:</b>		
<b>Interaction learners-teacher:</b>		
<b>Interaction learners-learners:</b>		
<b>Learners' attention:</b>		
<b>Teachers' strategies (methodology)</b>		
<b>Other descriptions:</b>		

*This format was designed by the researchers attending to five categories (interaction, motivation, material, methodology, and learning expectations)*

## SURVEY

The survey was conducted in order to identify factors that hinder the successful development of speaking proficiency of students who are in the fifth English level. Survey was considered an appropriate and relevant tool to gather significant information. Three characteristics stated by Kraemer (1991, p. 135) were recognized to guide the enforcement of this survey. First: survey is used to quantitatively reveal specific aspects of a given population. Second: The data are collected from people and are, therefore, subjective. Finally, it uses a selected portion of the population from which the findings can later be generalized back to the population. These characteristics were relevant aspects which let the researchers keep in mind how useful, practical, and suitable the survey was.

Survey research is used:

to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context. (Issac & Michael, 1997, p. 136)

“Surveys can also be used to assess needs, evaluate demand, and examine impact” (Salant & Dillman , 1994, p. 2). One of the goals of survey is also to identify needs from the surveyed, something that is maybe lacking and how it can influence in them.

Surveys have strengths that facilitate the success of research studies. Thus, it is possible to claim that surveys are common research tools to gather information. They are

useful to collect data from great quantities of people and somewhat easy to conclude on results. “Surveys are capable of obtaining information from large samples of the population. They are also well suited to gathering demographic data that describe the composition of the sample” (McIntyre, 1999, p. 74). “Surveys are inclusive in the types and number of variables that can be studied, require minimal investment to develop and administer, and are relatively easy for making generalizations” (Bell, 1996, p. 68 in Glasow 2005). It is possible to encompass a great amount of subjects, which lets the researchers have general ideas from them.

In spite of the fact that survey questionnaire is a useful tool, it also shows some weaknesses that could constrain the information and, in some cases, the analysis itself. Regarding those constraints Bell (1996) cited in (Glasow, 2005) asserts that “sources of errors in survey includes intentional misreporting of behaviors by respondents to confound the survey results or to hide inappropriate behavior” (p. 6). Here, behavior is difficult to measure, and there is no feedback from it. Another weakness found in questionnaires is that they do not provide the freedom to ask follow-up questions to explore the answers of the respondents. But in this study, information is supported and complemented by other data collecting techniques as interviews and classroom observations, which is expected to provide reliability to this study.

## RESULTS

### DOCUMENT ANALYSIS

In table 3, 4 and 5 it is shown the scale of grading the oral and written final exams carried out during three semesters: semester 1 and 2 in the year 2012, and semester 1 in the year 2013. This scale is used in the University for grading English final exams which goes from 1 to 100%, where less than 60% represents a failing grade and over 60% represents a passing grade.

*Table 3: score grading written and oral final exams English Level V 2012 semester 1*

Student	WRITTEN TEST	ORAL TEST
S1	86%	55%
S2	50%	60%
S3	68%	60%
S4	90%	60%
S5	86%	60%
S6	84%	40%
S7	66%	55%
S8	70%	90%
S9	90%	100%
S10	100%	50%
S11	86%	50%
S12	68%	60%
S13	68%	40%
S14	86%	70%
S15	84%	75%
S16	78%	80%
S17	92%	55%
S18	88%	35%
S19	88%	55%
S20	86%	30%
S21	84%	70%
S22	82%	65%
S23	80%	70%
S24	86%	60%
S25	80%	20%
S26	80%	70%

*Table 4: score grading written and oral final exams English Level V 2012 semester 2*

	WRITTEN TEST	ORAL TEST
S1	76%	55%
S2	50%	23%
S4	90%	43%
S6	90%	45%
S7	57%	56%
S10	100%	50%
S11	86%	50%
S13	68%	40%
S17	92%	55%
S18	88%	35%
S19	88%	55%
S20	86%	30%
S25	80%	20%
S26	80%	40%
S27	67%	40%
S28	76%	55%
S29	78%	30%

*Table 5: Score grading written and oral final exams English Level V 2013 semester 1*

	WRITTEN TEST	ORAL TEST
S1	86%	40%
S2	50%	60%
S3	56%	30%
S4	100%	40%
S5	86%	40%
S6	84%	30%
S7	66%	55%
S8	70%	90%
S9	100%	10%
S10	100%	50%
S11	86%	50%
S12	68%	60%
S13	68%	30%
S14	86%	50%
S15	84%	75%
S16	78%	80%
S17	92%	55%

S18	88%	35%
S19	88%	55%
S20	45%	10%
S21	84%	70%
S22	82%	65%
S23	100%	70%
S24	86%	60%
S25	80%	20%
S26	80%	70%
S27	98%	56%
S28	56%	43%
S29	67%	43%
S30	89%	54%
S31	67%	32%

In the next section we establish a comparative chart to make a parallel on the information of assessment documents developed at the end of each semester previously mentioned.

In tables 3, 4 and 5, we illustrate a contrast, the results between oral and written exams carried out during three semesters: semester 1 and 2 in the year 2012, and semester 1 in the year 2013. We registered the scores obtained from the written and oral final exams of the learners who were in those courses in that moment.

Table 3 represents the results of both written and oral exams taken by the students of English level V from the first period in the year 2012. It shows that 64.6% failed the oral exam, and 35.4 % of them were able to pass it. As opposed to just 7.7 % who failed the written exam and 92.3 % of them who passed it. This indicates that there is dissimilarity between the oral performance and the written performance.

Table 4 lets us notice that 58.6% of the students failed the oral exam, and 35,4% of them were able to pass it. Instead of just 6.97% who failed the written exam and 93.1% of

them passed it. This table represents the results of both the written and oral exams taken by the students of English level V from the second period in the year 2012. According to these tables, there is a clear difference between the results.

Table 5 shows the results of the written and oral exams taken by the students of English level V from the first period in the year 2013. It shows that 68.75% of the students failed the oral exam, and 31.25% of them were able to pass it. Instead of just 9.4% who failed the written exam and 90.6% of them passed it. Again, it can be observed that there is a difference between the results.

The three tables above show the difference that exists between students' performance in speaking, on which students generally tend to score low, and writing, on which students tend to score higher.

## INTERVIEW

Below, we present some patterns drawn from the transcript about the learners' answers from the interview questions. (See table 1).

According to what the majority of them said about question number 1, they know that they should have a good level of performance in terms of the development of oral proficiency in English, but they also know that they do not have it. Regarding to answers about question N° 1 related to the level of performance in English they should have, Student N° 5 stated: *"I mean...I think that when finishing those five levels of learning English, a person should have enough fluency to engage in a conversation with another one... to speak fast!"* The students believe that at the end of the five levels, they should be able to have at least a simple conversation in the English language. They also know the

goals proposed by the University, student N° 3 claimed: *“well, first of all I have to achieve level B2 according to what the university establishes.”* Student N° 10 said: *“well...when we finish the five levels in the university, we should be able to speak with another person... which is not happening here.”* Student N° 11 claimed: *“well...I mean...I think that completing these five levels, a person should speak English not perfectly, but at least comprehend and understand the teachers. We often finish level five and we do not understand what the teacher is saying in the classroom, so I think it should be reinforced learning from level one to five; the teacher should ask more from us ... more speaking!”* They came up with alternatives in front of the situations they consider are not occurring in a right way.

In general terms, it is noticed that most of them claimed that the conditions to foster the improvement of the English oral competence are not provided, (question N° 2). They assert that they do not find the spaces or they do not have time for sharing and receiving extra English training even worse focus on the oral competence. Student N° 9 said: *“not for me, let say that the University has not motivated me, I just come to my English class and no more, there is no time.”* Student N° 10 said: *“I do not think so. Actually I do not see that the university offers issues that encourage the English language learning.”* Regarding to this motivation (item asked on question number 2), the students asserted that there are no opportunities to encourage students to learn English. Some of them feel the necessity to get involved in other kind of activities and events that the university could organize; they propose *“extra class activities that promote the use of spoken English.”* In question N° 2 about the opportunities offered by the University to encourage them, student N° 1, for instance, said: *“there is no much, in this semester I realized a conversational club with the*

*teacher from Barbados was organized, but it is just once a week and the schedule is not appropriate.”* They claim that the activities or events are not carried out for sharing English knowledge and experiences. Student N° 6 expressed: *“well...In my opinion, unfortunately, I have not seen that. I believe this year a contest about English songs was carried out ... But it was this year. Previously to the time I have been here, there has not been done anything about motivating learners to be interested in this language.”* The students know that it is possible to carry out more events or activities that could encourage them.

About material used in class, the students expressed agreement with it. The majority of them asserted that the guide book is good since the thematic is appropriate. However, some of them claimed that it is not enough only to work with this book, and they generally do not agree in the way it is used by the teachers. Student N° 1 expressed: *“so, the book is very good, but not the whole material used in classes. I think that it is not enough material to work in English.”* Student N° 2 expressed: *“I consider that the material is good, but the teachers do not focus on the speaking parts, they do not stimulate the oral issues.”* Student 4: *“well... it depends on the teachers...whether the teacher works or not on the oral section.”*

As it was mentioned previously, the university offers five levels in each program. In the students' opinion referring to the number of English levels carried out to achieve B2 according to the (CEFR), most of them do not agree with it. A great amount of the sample interviewees considered that five English levels are not enough. Regarding the question about the numbers of levels, student N° 2 stated: *“not at all...not in the way it is being developed now...it is not enough, it is necessary to go deeper. On occasions the thematic is*

not developed completely and sometimes it is necessary to summarize the content.” Student N°5 said: *“I do not think so, because it is not enough...sometimes there is not enough time for the activities programmed. Something happens in each semester.”* Most of them do not pay attention to the institutional policies and descriptors adopted by the university in terms of international curriculum guidelines even being trained on them previously, but they do know that their progress in the English language is inadequate. Student N° 10: *“Well...I don’t know what the Common European Framework is...so...but I don’t think so... I believe that level 2...that level B is much more advanced, isn’t it? I don’t think that with the number of levels we work here we will be able to get that.”*

Regarding question N° 6 which had to do with the methodology used by the English teachers and the way it contributes to the development of their oral proficiency, some of the students asserted that their teachers adopt an appropriate methodology when developing their classes. They agree in the way the classes were conducted and considered that their teachers appealed to different kinds of resources to try to put into practice the oral competence in class. Student N° 3, for example, said: *“That depends on the methodology that the teacher applies, well that...let’s say that if the teacher eh...has a...let’s say a constructive methodology where he teaches the student how to talk in English because most of us know how to write but no how to speak it.”* Moreover student N° 10 said: *“ehh...well I think so...and...I believe that if a teacher thinks properly and if their classes are dynamic and funnier, it could contribute the student’s interest in this class! To let them feel motivated!”* They like better a methodology that leads to the development of English oral proficiency in class. Student N° 6 said: *“So...the methodology in my way! Yes! It has helped a lot, the one adopted by my teachers, because I have learnt a lot...I have learnt a lot in my*

*English development.*” Referring to this idea student N° 1 stated: “*well...the conversations and role-plays the teacher prepared with us contributed our oral performance.*” However, not all of them agree; another group of the students believe that their classes missed the oral competence. Student N° 4 claimed: “*From my five teachers until now, just two of them have encouraged the oral competence. The rest didn’t work with it...just writing and listening.*”

All of these results taken from the interview provided valuable information we used to link with the one taken from the next section: classroom observation.

### CLASSROOM OBSERVATION

Following the items on the form, the section “*Proportionally, how much does the teacher speak?*” it could be noticed that the greater amount of the class was carried out by the intervention of the teacher. It means that the teacher is the one who speaks about a 75% of the class time. It happened in all the classes observed. When the teacher started talking generally, he/she does it in English and he/she seldom receives echoes from the students. That is to say that the students did not participate in the interaction when the teacher explained or asked something, even when the teacher made an intentional mistake and the students knew that mistake. For instance, in one of the explanations given by the teacher in first level she said:

*“ok...remember that we add an “s” at the end of the verb to the third person of the singular and the third person of the plural. Example: she works, he works, they works.*

*Right?*” Most of the students knew that it was wrong, but they did not question the teacher’s affirmation just because they did not know how to express it or because they were

afraid to express the correction. Then, the teacher clarified: “*NO... We do not add “s” at the end of the verbs with plural pronouns.*” Then, immediately some of them exclaimed: “*yo me di cuenta, lo que pasa es que no sabía cómo explicar en Inglés y decir por qué estaba malo*” (*I realized it. The thing is that I did not know how to explain in English and say why it was wrong*). This gives us an idea how the students do not interact even when they are persuaded by the teachers to speak.

From the analysis of the classroom observations it was also noticed that the teachers tent to develop activities that require the use of the other skills instead of speaking. During the whole classes the teachers focused mainly on the writing and reading activities. When the students participated by speaking was just for repeating or reading texts from the guidebook. Even though not all the students had difficulties in the speaking activities, the majority of them hardly expressed ideas produced by themselves or experienced difficulty following a coherent discussion with the teacher or another classmate. From the extract N° 2, for instance, the teacher asked students to answer some questions. She asked:

“*Hernando: what do your grandparents do?* The student answered: “*they live in Madrid.*” The teacher said: “*and your parents? What do your parents do?*” The student said: “*they work in a bank.*” The teacher asked him again: “*and your parents, Hernando? In real life.*” The student answered: “*They is...they is.*” The teacher intervenes: “*No, they is no...mírela ahí...leála ahí*” (the teacher pointed at the book). This student, for example, did the same that most of the students in the class did. He read the answers from the book. If the teacher asked them any question, they immediately looked for the answer on the guidebook. It gives the impression that it is very difficult for them to respond to questions spontaneously. It also seems to be related with the lack of vocabulary of the students when they express ideas. The teacher sometimes asked them any information question and they did not answer because

they did not know the appropriate word. On the extract N° 3, we can see an example. The teacher asked a student: ...*"for example, you, what do you do in a cinema?"* The student said: I...I...walk...no teacher...no se que eso... the teacher said: "¿qué haces en el cine?" "Ah ok," said the student...¿y cómo digo (ver una película?)... some students did not know basic vocabulary for expressing simple ideas. And in many cases, they appealed to the dictionary to look up words that they should know.

In the next section, we also verified what they thought about some items based on the five categories we have been working on so far: (interaction, motivation, material, methodology, and learning expectations).

## SURVEY

The survey for this study was designed taking into account some categories, which the researchers considered appropriate to measure: (interaction, motivation, material, and learning expectations) which were described on the Theoretical Framework previously.

### Participants:

The questionnaire was carried out among the undergraduate students who are native speakers of Spanish. It was applied to a sample of 46 learners, which is 25% of the total population from the last English level (five). There were 5 courses of 36 students each. It was a "Simple random sample" strategy for choosing the sample; adapted from (Cohen and Manion, 1985) cited in (Nunan & Bailey , 2009, p. 127). The researchers did not have acquaintance with them. Hence, they were selected from a list of the population randomly. The respondents' answers to all statements were treated with the strictest confidence and

anonymity. They were invited to take part in this study, and they were also provided with sufficient information about the purpose of the survey, and finally we asked them their permission to use the information collected for this study.

#### The questionnaire:

The statements on it were done in their native language (Spanish) in order to facilitate the learners' comprehension. If the statements had been written in English, there could have been the possibility of misunderstanding the questions. Thus, we did not want to constrain their understanding and expressions of ideas. The questions were targeted at important aspects in terms of the main subject of this study (speaking). The questionnaire was based on a scale proposed by Likert (1932), which is a non-comparative scaling technique. With this, respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale. There is a set of 7 statements and 4-point scale ranging. Each level on the scale is assigned a numeric value or coding, from "Strongly agree" (4), "Agree" (3), "Disagree" (2) and "Strongly disagree" (1), and the scale is used to produce a forced choice measure where no indifferent option is available. (See appendix 7). The questionnaire was administered inside the classroom in English classes with the supervision of the researchers.

Table 6 shows a general information gathered from the learners' answers according to the categories highlighted previously and based on Likert scale (1932). Below, it is described each category independently.

Table 6: Learners' Survey Results

CATEGORY	QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Interaction	You are able to interact orally in English about different topics of your interest.	0%	39,10%	50%	10,90%
Motivation	A. The University through its English program offers spaces and opportunities that encourage your oral English language learning.	0%	23,93%	54,34%	21,73%
	B. The spaces that the University provides are enough to develop and make use of your oral competence.	0%	13,04%	65,21%	21,73%
Material	The material worked at classes contributes to the improvement of the oral competence.	4,34%	76,10%	13,04%	6,52%
Methodology	The methodology proposed by the teacher allows you to develop your oral competence.	6,53%	8,69%	80,43%	4,34%
Learning Expectations	A. The level of English language achieved during the course is suitable for your professional development.	0%	19,57%	52,17%	28,26%
	B. You are able to make academic oral presentations with the level of English acquired during the courses.	6,52%	32,61%	41,30%	19,56%

Likert scale (1932)

Category 1 (Interaction): It shows the results related to the capability that the learners feel they have to interact orally in English about different topics of their interest. It can be established that 50% of the respondents represented by 23 learners “disagree” with the capability to interact orally in English. From this information, it was possible to infer that students experience some difficulties to establish a conversation with others. About “agreeing” with the capability that the learners have to interact, it is possible to establish that 18 of them said that they agree. They represent 39.1%, and on the other hand, it is said that 5 of them represented in a 10.9% strongly disagree. This generally let us notice that over 60% of students feel that they are not able to interact orally in English on different topics of interest, since they expressed disagreement with the ability to interact, reflecting a possible factor about the poor development of oral proficiency.

Category 2 (Motivation, part A): The data reveals the frequency of students’ responses to the statement about the spaces and opportunities that encourage learning oral proficiency in English offered by the University through its English program. In this, we can see that 25 students representing 54.34% of the target population said they disagree and 10 students representing 21.73% of respondents expressed that they strongly disagree. This makes it clear that the majority of students surveyed disagree with these spaces and opportunities offered. It may be evidenced as an opportunity for improvement in the future to the development of oral proficiency in English. It may also mean that the university could offer better opportunities and spaces for the development of the learners’ oral competence.

On the other hand, we can notice that 11 of the respondent students said that they agree with these opportunities and spaces offered by the university, which represent 23.91%. This can be addressed to the most skilled students or the self-motivated ones.

Category 2 (Motivation; part B): Refers to the sufficiency of the spaces offered by the University to develop and make use of the oral competence. It is noticed a large number of students who disagree or strongly disagree with these spaces for the development and use of oral proficiency. We can see that 30 students disagree and 10 totally disagree, representing 65.21% and 21.73%, respectively; this shows that over 86% of students surveyed believe that the spaces provided by the university hardly foster the development and use of oral competence.

From this category, it can also be inferred that 6 respondents representing 13.04% agree with these spaces offered by the University in terms of the development and use of oral competence.

We can analyze from category 2 and 6 that may be there exists a close relationship in the results, since in the first category, it is noticed that most students disagree with the existence of enough spaces and opportunities provided by the University that encourage students' learning and development of their oral proficiency, while in the second category, most students expressed disagreement with the spaces offered by the University to develop and make use of the oral competence. From both questions, it can be said that the absence of spaces and opportunities that encourage learning for the oral competence are not enough for their development and use, according to a representative number of the students surveyed.

Category 3 (Material): It shows the frequency of students' responses to the question about contribution of material used to improve the oral competence, in which it can be noticed that 35 respondents representing 76.1% agree with the contribution of the material used to improve the oral competence, and 2 students representing 4.34% said they strongly agree. Moreover, we can infer that 6 students disagreed and 3 students totally disagree, they represent the 13.04% and 6.52%, respectively.

This description above shows that over 80% of the respondents said that material used by students contributes to improve the oral competence. This might be related to the fact that this material is supplied or prepared by the University, which is suitable to facilitate the development of the oral competence corresponding to the interests of students.

In terms of the percentage of students who disagree with material, it is possible that the material does not fulfill the students' expectations or it is inconsistent with the pace of students' learning.

Category 4 (Methodology) It makes reference to the answer given by students to the statement about whether the methodology proposed by the teacher allows the development of their oral proficiency. In this category, we can notice that the majority of the students surveyed expressed disagreement regarding the methodology proposed by the teacher. 37 students said that they disagree and 2 students said that they strongly disagree. These are represented in the 80.43% and 4.34%, respectively. The previous information makes it clear that over 84% of students surveyed disagreed with the methodology proposed by the teacher toward the development of the oral proficiency. These can be some factors related

to the students' learning expectations, different learning styles, and the students' interests towards the language learning, among others.

Another aspect that can be analyzed in the table is the number of students who agree or strongly agree with the methodology proposed by the teacher toward the development of the oral proficiency; they are 7 students representing 15.21% of respondents. This result could be related to students who have an intrinsic motivation to learn the language or those who have an expectation of professional or academic development.

Category 4 (Learning Expectations, part A): It makes references to the answers given by the students to the statement about whether the English level achieved during the courses is appropriate to their professional development. In this category, we can notice that the majority of students surveyed expressed disagreement regarding the level achieved during the courses to their professional development, since 24 students said they disagree and 13 students said they completely disagree; these represented 52.17% and 28.26%, respectively. The same table shows that over 80% of students surveyed consider that the program disagrees with the level acquired during the courses for professional development. The answers given by the students can be related to the levels of English, since five levels may be insufficient for students to acquire an appropriate level for their professional development.

From this category, it can also be analyzed that the number of students who agree with the level achieved during the courses are 9, representing 19.56% of respondents. This result may be related to students who are motivated intrinsically to the language learning or those who have personal conditions or have resources or contexts, which can contribute to the appropriate development of English proficiency.

Category 4 (Learning Expectations, part B): It makes reference to the answer given by students at the statement about the ability to make academic oral presentations in English according to the level of English acquired during the courses. In this section, it can be seen that the students surveyed expressed disagreement with the given statement, since 19 students said they disagree and 9 students said they completely disagree; these represented 41.30% and 19.56%, respectively. The information above shows that more than 60% of students surveyed disagreed with the ability to make oral presentations in English according to the acquired level during the course, which is an objective stated for uppermost level of the program. This assessment of students about the question may be related to the fact that they consider that the level achieved during courses is not appropriate for their professional development as it was established from the chart in the previous question.

Other aspects to be considered are the amount of English levels, since the five levels developed at the University compared with ten or more levels developed at other Universities may be insufficient for students to acquire a suitable level for their oral academic presentations in English.

In this category, it can be also analyzed the number of students who agree with the fact that the level achieved during the courses gives them the ability to deliver oral presentations in English. They are 15 students representing 32.50% of respondents and secondly 3 students representing 6.52% totally agree. This result may be related to students who have a high level of intrinsic motivation toward the language learning.

## DISCUSSION AND CONCLUSIONS

The analysis of the data focused on the factors that hinder the successful development of speaking proficiency. This analysis was possible by doing a triangulation of the data we collected with the different tools during the whole research process. Below, we report the findings according to the categories already mentioned in the methodology: (interaction, motivation, material, methodology and learning expectation). The triangulation of this study takes into account the coincidences identified on each instrument that became patterns:

***Interaction:*** Regarding the opportunities that students have to interact in English, the data collection instruments contributed to determine that students appear to have very few opportunities to interact in English. In general, students do not seem to feel the need to speak in English. According to what was perceived in the classroom observations, the teachers speak in English, but they appeal to the Spanish translation of what they have just said; they immediately resort to the learners' native language. It generally happened when the teachers gave any instruction about any issue, he/she translated, for instance: one teacher started a class like this: "*We are going to review (vamos a recordar) the present simple tense, ok. Affirmative statements, only in affirmative statements you use the rules, (usamos las reglas) only in affirmative statements (sólo en oraciones positivas).*" As the students receive an immediate Spanish version, they do not need to interpret what the teachers have said. It also influences the learners' oral interaction among them since they do not use English to communicate with each other. The survey provided more details about it. When we asked the participants about the ability to interact orally in English, they

asserted that in general they do not feel confident to interact in the target language. One student's answer on the interview revealed that they are not able to speak in English: *"I do not have the ability to speak in English, generally I speak in Spanish when I am going to say something to my teacher or making any intervention in the class."* Thus, it indicates that they generally do not put into practice their speaking skills. All this leads to a reduced fluency in the target language, as cited above in this study in terms of Szeto (2009) when he states that the key to speaking comes from oral language practice, the vocabulary and confidence to express ideas in the other language.

**Motivation:** in this section we make reference to the factors that may influence the learners' attention toward language learning. It could be found that most of the learners are not motivated themselves or by their setting. The data let realize that the University where they receive their English instruction does not help them to improve their oral competence since it seems that there are scarce opportunities to stimulate learners towards learning English. Student N° 6 said: *"by the time I have been here, I have not seen anything that makes motivate the students to be interested in the English language."* Student N° 10 said: *"Actually I do not see that the University offers that encourage to the English learning."* Student N° 6 also stated: *"previously in the last years, no. They have not done anything regarding the encouragement of students to be interested in this language."* They claim that there is little participation of the university in this subject.

The students' priorities like tasks and exams assigned in the other subjects are responsibilities that go before their English learning. They said that they focus on their prior commitments, and they do not have too much time to devote in learning English.

The information collected through the survey let us identify that there is a lack of motivation in the students toward English, which may be intrinsic; however, extrinsically in general, students do not feel supported by the University in terms of spaces and opportunities to be more involved with the practice and development of the oral competence. The students assure that these spaces and opportunities are insufficient. The previous drawback may be suggested as an opportunity for improvement and the development of oral proficiency in English. It also makes it clear that University could offer better opportunities and spaces for the development of the learners' oral competence.

**Material:** material is a category that the researchers considered a consistent aspect for this study since it could represent a meaningful factor on the development of skills specially speaking. The evidence collected reveals that learners do agree with the effectiveness of the material used for instruction; furthermore, they assert that the complexity of the activities and the language functions are appropriate for their cognitive level. The survey shows that 76.1% agree with the contribution of the material used to improve the oral competence. Besides, the learners' responses in the interview corroborated this affirmation. Moreover, they suggest using other resources, such as, multimedia and English music. Student N° 11 said: *“so, the book is very good, but not the whole material used in classes. I think that it is not enough material to work in English.”* Student N° 2 expressed: *“I consider that the material is good, but the teachers do not focus on the speaking parts, they do not stimulate the oral issues.”* The observation of classes let us perceive that the teachers use different resources. Besides, the guidebook, they carry CD players, posters, flashcards, board games, and other material that allow to work at classes with a variety of tools.

It makes evident that the material used to guide the instructional process per se does not seem to be the problem that impede the development of speaking proficiency. However, they claim that the teachers are not using it appropriately; it is discussed in the next category.

**Methodology:** as it is illustrated before in this study, methodology represents the relationship among teachers, learners and knowledge, and the way each element plays its role to foster a successful learning process. According to the evidence collected from the learners, it is possible to assert that the methodology applied by the teachers does not appear to contribute with the learners' oral competence since the majority of students surveyed expressed a disagreement in terms of the methodology proposed by the teacher. This idea is represented in the 84.77% of the sample surveyed. Furthermore, the information taken from the classroom observation showed that in almost each class, most of the teachers focused on the guidebook and the activities related to grammar, reading or written exercises. They generally omitted the speaking activities proposed by the guidebook. It was perceived that the teachers offer students little opportunity to interact orally in English. It is maybe because this kind of production does not work in the classroom or maybe these activities generally fail. There is no apparent interest in developing the oral competence. Besides, when the learners were asked about the methodology proposed by their teachers, most of them suggested a change on the teachers' methodology for fostering the learners' interest on the speaking competence; they said: *“ehh...well I think so...and...I believe that if a teacher thinks properly and if their classes are dynamic and funnier, it could contribute to the student's interest in this class! To let them feel motivated.”*

*Learning expectations:* learning expectations has to do with the students' aspirations to use English and how it is used in their professional development. It is possible to state that the level of English language achieved by students during the course is not suitable for them neither as college students nor for their professional development; thus, they are not able to make academic oral presentations with their speaking skill level acquired during the courses. As we could realize during this study, there are several factors that inhibit the oral competence progress. Thus, it is difficult for the students to assume a challenge like this. It was noticed that the students generally do not have a good oral performance in English. It was evident in the different sessions observed. This is an upsetting situation that the university may have to deal with. The survey shows that over 80% of students disagree with the level acquired during the English courses as part of their professional development, something that is corroborated with the results taken from the interview (question 3 and 5) in which learners' responses pointed out that they do not feel satisfied with the level of English acquired and maybe frustrated with their future professional development.

Another important change has to do with the ability to empathize with others; for example, developing cultural literacy and explore cultural and social norms.

However, in the wake of the above idea, there are other actions that urge if the University Language Center is consequent with the challenge of having qualified and proficient students in English. There is an interest in creating the conditions to promote in the undergraduates fluent oral communication. In that sense the curriculum should be revised in order to reach this goal, which currently is not happening as expected, designing one that becomes the leading guide to fulfill the needs of the students and their learning expectations.

After this study was started the university staff has taken some actions such as hire native assistant teachers to activate English clubs and societies inside the campus and the number of students in English courses do not exceed 30.

These actions include the following recommendations motivated by the findings:

1. Based on the class observations where we could witness that the majority of students appealed to the translation of most of the instructions and even the vocabulary that was being taught, we would recommend that all the class be mostly (if not entirely depending on the level) developed in English; otherwise, the students would never feel the need to speak the language. This process must begin in the first level, and it should be increased as students move from one level to another. Understanding and following instruction must be a basic challenge for them. Spanish can have a space in instruction; however, its use should have a clear strategic purpose.
2. Teachers should motivate students to speak and overcome their fear to speak by means of scaffolding different strategies such as: cultural debatable topics, discussions, role-play in the classroom. There must be a topic or subject to be developed. Oral skills should be modeled, so students build the confidence and the necessary foundations to use the language orally.
3. Students should be encouraged to make presentations and perform different kinds of oral tasks in English to develop speaking skills and self-confidence. There should be variety in the use of spoken language.

4. Teachers should increase the time devoted to develop speaking to give students better opportunities to develop these skills in their class, as it is almost the only place where they practice English.
5. Taking into account that through the surveys it could be established that 50% of the respondents represented on 23 learners disagreed with their capability to interact orally in English and with this instrument 86% of surveyed sample indicated that the spaces provided by the university hardly foster the development and use of oral competence, the attendance to the English clubs and societies already activated inside the university as students' activity to develop speaking skills should be mandatory to all the students, not a volunteer choice.
6. While analyzing the recorded material on class observation and the conditions oral exams are developed, we could notice that there is a deficiency of alignment in the ways teachers manage students' oral contributions in class and the way oral questions are answered in the exams. That is to say, before participating in the class the students have enough time to think on the answers and even edit them in advance since they write what they want to say. However, at the moment of taking the oral test, they are sitting in front of the teacher, and they must answer as soon as they decode the question. This institutional culture might also influence the low results students get in these tests. In that sense, it would be positive to align the processes of instruction and assessment.

Throughout the time we were conducting this research study, we questioned ourselves as English teachers as well as users of this language because speaking skills are just as

important as the information we are delivering. The achievement of the desired outcome, communication, can be affected by our skills as English speakers.

For future studies in the context of this study or similar ones, it would be relevant to find out to what extent poor listening skills can also affect speaking since listening is the input, which results in speaking as an output. It would be necessary to detect if there is sufficient time devoted to develop these two abilities which complement each other.

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## APPENDIXES

## Appendix 1. Class observation extract:

Level one

Friday 6:00 am

May 3rd 2013

Topic: describing family members

45 minutes transcript

T: Teacher

S: Student

T: Hello..... How are you? Fine?

Ss: fine

(Ss say something in Spanish)

T: Describe your family. Remember last class? We're going to remember last class, please.

Ok, complete the questions and answers with the simple present tense. (eso lo vimos la clase pasada, aja) yes. We are going to review (vamos a recordar) the present simple tense, ok. Affirmative statements, only in affirmative statements you use the rules, (usamos las reglas) only in affirmative statements (sólo en oraciones positivas). For example, I live in Rio but He lives in Tokio. Remember negative statements I don't live in Japan, She doesn't in Mexico. Remember third person you use "doesn't". Pero en la otras personas, but in the rest of the persons you use "don't", ok? Remember that. You need to take into account that information because It's possible that you find the present simple tense in the final test.

(Necesitamos recordar esto porque esto va a aparecer en el examen final) Now, yes no questions. (Miren para las terceras personas) For third person does, He lives near his

parents. Yes he does. No he doesn't (o para las demás) for the rest is do, do you have any nieces or nephews? Yes I do or No I don't. Remember last class. Estamos recordando la clase pasada when we talked about present simple tense, ok? If you have any questions, ¿Tienen alguna pregunta? Tell me please, Teacher I don't know. Remember that; remember, we use rules for third persons; usamos las reglas para las terceras personas, these rules in affirmative statements.

Now please, open your student's book on page 31, please, vocabulary, marital status and relationships. Look at the photographs, miren la fotografía, look at the picture, please.

Mírenlas allí, what is happening in this vocabulary? Ok, listen to the vocabulary....

(Students listen to the audio material the teacher plays)...

Ok, look at the pictures, please. How do you say, Keila, in English "ellos están casados"

S1: they are married.

T: ok Hernando. How do you say, "ellos están divorciados"

S2: they're divorce

T: divorced. Ok Javier, how do you say in English "son gemelos"

S3: "they're twins".

T: they're twins. Karen, how do you say, "él único hijo"

S4: "he is only chil"

T: "CHILD", excellent! Ehhh, Evi, how do you say in English, "ella es viuda"

S5: "she is widow"

T: ¿Cómo?

S5: "she is widow"

T: aja. Caballerito, how do you say in English, José Luis, "ellos son solteros"

S6: "they are single"

T: yes, they're single, very good. Ok, look... SINGLE, MARRIED, DIVORCED, WIDOW, AN ONLY CHILD, TWINS. Ok, who is an only child? ¿Quién es único hijo? Here. Anybody? No? You? Andrea, you are an only child, Ok, very good. Who has a twin brother or sister? ¿Quién tiene un hermano o hermana gemelo? No? Ok, you Hernando? No? Ok. Married? Anybody here is married? Yes? Single? All of you are single? Or Divorced? In my case, I'm divorced.

Ok, now we are going to remember last conversation. Vamos a recordar la conversación pasada, the last conversation model. Javier, ask Hernando, please. Pregúntale si tiene hermano o hermana...

S2: ehhhh...

T: do you have, tienes, do you have

S2: do you have other brother?

T: no, do you have any brother or sister? Again!

S2: do you have ... any brother...

T: do you have any brother?

S3: yes, I have 5 brothers.

T: now Hernando, ask Keyla si tiene hermana mayor.

S7: le pregunto yo?

T: no, Hernando is going to ask you.

S3: EHHH...

T: do you have...?

S3: do you have...?

T: how do you say: "mayor" In English?

S3: older

T: older...aja, pregúntele, ask! Mira, allá está Keyla, has la

S3: do you have older sister?

T: Keyla, ask Andrea if she has a “hermano menor.”

S7: do you have...?

T: how do you say: ”menor”? ¿Cómo se dice?

S7: Younger?

T: Younger, very good.

S: ¿cómo?

T:” YOUNGER”

S 7: Andrea, do you have a younger brother?

S Andre: No, I don't have

T: Ok, Andrea, please ask Jury if she has, he has, sorry hermano menor o hermana menor, perdon.

Andrea: Do you have ....

T: Younger, yes Younger sister

T: Do you have Jury a younger sister?

S: Yes I... have

T: Yes I have... Yury ask señor Jose Luis if he has a hermana, hermana solo hermana, only..yes si tiene hermana

S: Yury Do you have...?

T: Any

S: Yury: Do you have any sister?

T: Yes, excellent, very good

T: Now ask Karen Please, if she has algun hermano o hermanos? Sólo hermanos

S: Do you have any brother?

T: Excellent. Now Evi, ask if she has hemana mayor

S Evi: Do you have older sister?

S: No I don't have

T: You don't have. Ok, very good continue, please. Now move again on page 31, listening comprehension, look, listen to the conversation carefully use the vocabulary to complete the statements about the people. You are going to listen four, five, six different conversations. And you need to complete (necesitamos completar) or writing here in this part, for example if they are single or they're married, or they're divorced or a widow, if she or he is an only child, or they are twins, ok? Now, Eduard we are on page 31 (estamos en la pagina 31), ¿Listo? You are going to listen and complete, use your pencils, please in order to complete the sentences. Ok? Are you ready for the listening? Ok listen...

*(The teacher plays the listening activity)*

T: Ok that's all...ok Evi the number one: he's married, the number 2 is...no, Javier please the number two...no, Hernando the number two...no, Karen number two...Luis, Yuri, Andrea...Andrea, in English señorita...they're...

S8: *they're divorced.*

T: divorce...ok. Excellent, very good. They're divorced. Number three, Evi again... She's

S: (Evi): *widow*

T: number three...widow?...ok Javier what do you say? She is....

S (Javier): *she is widow*

T: widow...ok...Hernando what do you say number three?

S (Hernando) *she's widow*

T: widow...ok...ehhh Karen what do you say ....the number three...no? Jose? You? What do you say? The number three, en la numero tres...no? Yury? Do you have...no? Andrea what do you say number three?

S (andrea): no es: *she is single?*

T: yes, she is single? Very good...miren lo que dice: *is that your sister? Yes, It is. She is pretty...is she married?* .no. is she married? No. entonces si no es married! Is single! Is not widow! Is single! Yes! Ok... Number three..number four: Evi: she is..no, Javier?..no, Hernando ? Do you have? No?...Karen?

S: (Karen): *she's an only child.*

T: excellent! She's an only child... Ok look at the conversation: *are those your brothers?* Son ellos tus hermanos? Actually, no. *Those are my cousins. I don't have any brother or sister.* Yo no tengo ningun hermano o Hermana. Entonces es: she's an only child. Ok. Number five. Yuri number five: they're... they're...sorry? como?...no. andrea do you have number five?... keyla number five? por aca Evi?

S (Evi): they are twins!

T: they are twins! Excellent! Twins! Yes! Edi I like to meet you my sister Iris! Edi me gustaria presentarte a mi hermana. Nice to meet you Edi! Wow! It is looks just like you. Iris luce luce como tú. I mean exactly. Quiero decir exactamente, yes. I dind't tell you that I have a twin sister? No te había dicho que tenía una hermana gemela? They're twins..Ok the number six? Evi? No? Javier? Number six... Hernando number six?

S (Hernando): he's widow

T: Widow very good! Congratulation, he's widow. He is... you can say *widow* for male or female. (*A student ask something in low voice*)Yes. Le dice I'm sorry to hear that. Because

his wife died in 1998, su esposa murió en el 98... ok continue please ..Now the next page vamos a la siguiente información a la siguiente página, we're going continue with the next page. look at ask about family members, vamos a irnos al grammar let's go to grammar please...miren hay dos clases de preguntas también en el present simple tense como lo hay en el verbo to be, las preguntas yes-no questions, que son Do you have any brother?

¿Tienes algún hermano Hernando? Do you have any brother? Yes or no?

S3: yes.

T: ¿cierto? Yo le pregunto a el con "do". Do you have? Y él me dice: yes or no.

Minuto 20:

T: tengo hermanas o no... pero mira las preguntas, look at these questions that you have here...mire las preguntas que hay en la paginas 32... this is... esa se llama information questions... si yo te hago una pregunta... tú me vas a contestar yes or no. Ya tú me vas a contestar una información. For example... the number one... that does your younger brother do? Que hace Edi What does your younger brother do?

S: it Works in a bank

T: yes he works in a bank... look at the answer... mire las respuestas... la respuesta tiene la regla... la respuesta tiene las reglas en el verbo principal pero la S la tiene en el auxiliar... cuando son tercera persona se hacen las preguntas en DOES... remember pero el verbo que esta sombreadito al final DO no se le pone regla porque dos veces las reglas se anulan ¿verdad?...eso es matemáticas ... yo no sé casi de eso... pero en la pregunta si... he Works... claro... él trabaja en un banco te pregunto Javier What do your parents do? What do your parents do? ¿Qué hacen tus padres? What do your parents do?

S: They

T: They

S: They ir

T: no. Ha ha... They is no mirala ahí leala ahí (the teacher points out the board They)

S: They are "archis"

T: They are archi

T: yes hermano de... where do your grandparents do? ... Where do you grand parents live?

S: They live in Madrid

T: excellent... keira que le mando atraer además una sabanita? No?

S: no teacher

T: ah bueno ... una pijama una almohadita algo así uno no sabe

T: where does your sister live? Keira where does your sister live?

S: emm... I don not have

T: no no no pero estábamos leyendo las respuestas no las preguntas Where does your sister live?

S: They live in Toronto

T: yes she live in Toronto... vamos con Andrea... where do you see your cousing?

S: you visit her every summer!

T: excellent e visit her every summer! ... eh.. Your.... how many children do you have ¿  
how many children do you have?

S: I have 2

T: yes... Karen who Works at panorama? Who Works at panorama?

S: my sister does

T: yes my sister does... mi hermano lo hace... miren una cosita chicos todas las preguntas..

all the questions hace the auxiliary verb todo los verbos tiene el auxiliar exceptuado la

ultima miren.. la ultima no tiene el .. hace excepción a esa regla esa no va el verbo auxiliar

y el verbo primario esta siempre en tercera persona muevelo who ¿Quién trabaja? ¿Quién estudia? ¿Quién vive? Who lives?

S: ¿siempre va pone S?

T: yes no para el verbo no, si no para el pronombre (el-la) la question para esa persona “who” who works? Who lives? Who studies? Que exceptuar la regla de los auxiliares del resto “what” “when”

“where” how many” “how much” whatever eh... you need to use the auxiliar verb pero va with who? Is different con el “who” es diferente .. Ok complete la number 1.. This is tercera persona... this is third pronombre... ok complete please... el din chef.. Did you finish hernande? Vamos pues a completar pues la number one my borther father work or Works

S: whorks

T: whorks... in a restaurant... really? What is the question? ¿sí? ¿pero que sigue ahí?

S: Edi... Works who?

T: no, no porque ya estamos, hablando del padre como Lucas

S: does

T: excellent What does.. What does he do? ¿Qué hace el? He is a chef... what does? ¿Qué hace? What does? Porque es tercera persona What does he do? Mirela! ¿Qué hace el a que se dedica? Aja ... listo? A que se dedica? He Works in restaurant. My parents work in a restaurant ... really? What does he do? He is a chef muy bien vamos a la numero 2 a ver la numero 2 di la numero 2 Andrea and keira is gonna be the Little conversation van a hacer la pequeña conversación Andrea you are gonna be the letter a and Keira you are gonna be letter b

S: was

T: no. Yes is was do not worry about that esperare

T: did you find?

S: my brother is lives

T: no my brother aja Karen lives my brother lives vive con si familia

S: My brother lives con su familia

T: Aja.. My brother lives... Keira..

S: Where do you live

T: ¿Qué crees que se le quiere preguntar? Aja y how do you ask that? Con que' de las que están ambas that, where, when, how many how much, who ¿Cuál es lamas adecuada?

What is the correct question?

S: how many?

T: excellent Andrea how many

S: how many

T: cuántos? how many

S: how many do

T: does or do

S does

T: yes... how many kids does he has?....Andrea?

S: three... i have... i have 3 kinds

T:ok Tatis ok. Very good! My brother lives how many kids does?... ok now Keira and Hernando you are gonna be the number three Karen and Hernando van a ser Hernando in gonna be the letter A and kaira is gonna ver the letter B .. Ok.. i am going to was espero un momentillo...

T: finish?

T: ok

S: where does you sister live?

T: excellent... attention kaira Andrea please!

S: (no se escucha)

T: excellent very good

S: no se escucha

T: very good

S: When do you do today?

T: very good... miren letter A: where does your sister live? "Wher does" we are talking about third person... estamos hablando de otra persona she lives... porque es tercera persona... ahora le pregunto a ella directamente a ti... Wha do you? Cuando los vivistas? O cuando los vez? I visit them arery year... very good! Excellent Hernando and... how can continue with Evi and Javier ... Javier is gona have letter 4... Evi and Javier ... Javier is gonna be the leter A... tu vas a hacer la A and you're gonna be the letter B ¿listo? You're Luis and Eduard you're gonna develop the number 5. Vas a desarrollar la numero 5. Y yory le toco el premio la numero 6 taditica para el. Se ganó el baloto hoy

T: listo Javier are you ready? Evi? And Javier... Evy is gonna be the letter B yes? Tu vas a ser la B Javier is gonna be the letter A

S: What do you la laws do?

T: excellent

S: They running

T: both

S: What

T: ah ah.. ok ok they both!

S: What does

T: ah ah .. no porque no es pregunta mama ... They both... los ambos o los dos ... mira lo que te pregunta Javier wha do you in laws do? Que hacen tus suegros? Y usted Che... ambos.. Ambos que?

S: work

T: excellent... work sin la S without S ambos Trabajan At

S: at the hospital

T: excellent... They are

S: she Works in...

T: no, no mira they are doctors... ok Javier?

S: really? Do you

S: no she Works in office

T: how number 5 ¿ Quién es el numero 5?

S: he Works

T: no, she Works in a office

T: bueno vamos a ayudarle ... my older sister and my younger brother have or has

S: have

T: very good! Have kids, mi hermano mayor y mi hermano menor ambos tiene hijos como se preguntan cuántos hijos

S: how many

T: excellent.. how many... nieces and nephews do you have? Que respondes how many nieces ¿... no

T: hijo o hija no ... nieces son sobrinas y nephews son que ?

S: sobrinos

T: ¿cái que no muy bien... how many nieces and nieces and nephws do you have? Cuantos sobrinos y cuantas sobrinas tiene? i have six... four nieces and 2 nephees ok.. el del baloto do you finish? No? Ok ante todo le ayudamos a ver lea ... empiece begins!

S: que haces

T: no usted lea en ingles ... read in english! Pleace!

S: What do...

T: does or do .... Do? Que dice el público

S: no, does

T: no es "does" estaos hablando de una sola personaj What does you husband"

T: ok... Where does you hasband que verbo vendría ahí? Where does you hasband? Que verbo saldría ahí?

S: do

T: Oh, mira la respuesta ... look at the answer

S: Works

T: yes, where does your husband work? Porque mira la respuesta el trabaja y no podemos preguntar donde vive ... EL TRABAJO NO TIENE NADA QUE VER

T: Aja he Works at Harry's shoes on franklin Street.. oh I know that place... What ... does or do?

S: does

T: excellent Yory "does" ... he does or do?

S: do

T: very good... oh i know that place... that place... What does he do? He is a manager que haces el en ese lugar? Él es un manager?

T: ok. Vamos a devolvemos miren lo delicado que es eso? Be careful please with that! Be careful with that please con el do con el does con el Works be careful.. bueno vamos a escuchar conversation modal vamos a escuchar la conversation : AUDIO

T: vamos a repetirlo la thirty two a nos devolvemos a la thirty two we are back... yes listen again

T: ok thatis allí... Karen and Evi, Karen is gonna be latter A and Evi I gonna be the letter B

S: repeating the audio

T: very good vocabulary that you don't know. Vocabulario que tu no conozcas de ahí..

S: graphic de singer

T: ah.. Graphic designer What Ethat it means in Spanish?

S: diseñador grafico

T: diseñador grafico

## Appendix 2. Classroom extract 2:

Level five

Friday 6:00 pm

Sep 24<sup>th</sup> 2013

Topic: Health and Health Care

57 minutes transcript

T: Teacher

S: Student

**T:** ... Watching how the class develops, how the class is, how the class... I mean how the class... I mean the development in each stage. So, we gonna see how participative you are... And so, please we gonna do it as natural as possible, right? So, don't feel frightened, don't feel scared, don't feel shy. Just be as natural as possible, right? Just forget that he is here, he is not here, right? He is just watching and observing, so no problem with that, right? Ok? So, please I want you to be as open as possible, so you need to talk, please talk. Don't be shy!

Ok very good. So... today we gonna start with the second unit, right? We gonna start with the second unit, so...As we usually do, I wanna shares with you the objective of this unit, which are the objectives of the unit, so by the end of this unit you must be able to do this, to be able to express in English, number one. Eillen, number one objective.

**S:** Makes an appointment to see a dentist.

**T:** Makes an appointment to see a dentist, that is the number one objective. Ehh what is the intention with this objective? It is know how to talk about an appointment for... I mean to make an appointment to see a dentist but in general terms an appointment may be not only for a dentist, maybe to see a doctor, right? So, the idea is just to look at the structure, mirar

la estructura how to make an appointment de como hacer una cita, right? Could be a dentist or could be another doctor right? Ok. So, number two David.

**S:** Describes symptoms at the doctor.

**T:** Describes symptoms at the doctor, so you need to get a lot of vocabulary guys ok? We gonna learn some expressions like... ( Baja la voz y no se logra escuchar bien) ... Diarrhea, fever... (No se escucha bien)

Number three: Discuss types of medical treatments, maybe we are gonna talk about conventional medicine, natural medicine, what else? Maybe psychology not? Or maybe another type of medicine for example, I don't know if you can go to the last page, en las últimas páginas de la unidad, the reading, la lectura... ( No se entiende) ... And you will be able to talk about that right? Good.

Ehmm, Number four: Talk about medication, we will be able to give advices, a dar consejos, dar sugerencias, Why don't you take this? Or you should go with the doctor.

Right?

Ok, I gonna ask to know that everybody have the copies, everybody has the material? Do you have the material everyone? Yes? Not? Good. ¿Todo el mundo tiene el material? No? (Habla algo en español pero no se escucha bien)

Ok, good, now, Let's start with the quiz right? Tenemos quiz está noche right? (Baja la voz y habla con los estudiantes en español, no se escucha muy bien)... Why next class?

Tomorrow? ... Ok very good.

Now, como ya vimos la parte de como dar una opinión o un punto de vista, I wanna you to start brainstorming...(Habla en español y no se entiende) ... Everything that come to your mind relative to this topic Health matters. What's that for you? What's that for you? So, I like you making a brainstorming... (No se escucha)... Ok, so I wait for your opinion...

...SILENCE...

**T:** Aja... Ok, take a minute, un minutico, organicen una idea ok? Ideas, words in isolation, palabras aisladas, no tiene que ser una expresión, just ideas, storm brains, una oración, una palabra, what is this for you, so, tell me...

...AFTER TWO MINUTES...

**T:** Ok, come on! Ideas, opinions, I think..., I would say..., In my opinion..., or use other expressions.

...SILENCE...

**T:** Ideas, please.

...SILENCE...

**T:** Ok, words, palabras, no una idea, una palabra.

**S:** Comfort.

**T:** Comfort, ok, any other Word? Or phrase? Or idea?

**S:** Habits.

**T:** Ok, habits, good. Any other? But what kind of habits? Good habits? Bad habits? Habits about what?

...SILENCE...

**T:** Any other please... Any other?

**S:** Physical state.

**T:** Physical state, what else?

**S:** Fitness.

**T:** Fitness, good... Ehmm Danna.

**S:** Healthy.

**T:** Healthy ok, any other?

**S:** Food.

**T:** Food good, any other?

**S:** Medical controls.

**T:** Medical controls, very good, any other?

**S:** Advices.

**T:** Advices of what? Of health?

...SILENCE...

**T:** Any other?... Jeison... Come on guys, come on! I know you know.

**S:** Medical.

**T:** Medical What?

**S:** Medicine.

**T:** Ok, Medicine, good. Now what do you understand by health matters? What's matter?

What is the matter?

**S:** Problema.

**T:** And health?

**S:** Saludable.

**T:** But we are talk about health matters. Guys do you know that this word is used a verb,

matter tambien es un verbo, not? Ok so, check it out in your dictionary, health matters...

Matters in health.

Ok, very good, now what do you do... This is to continuous fostering your opinion, para

continuar promoviendo su opinion. So, I gonna writte a situation and you are gonna look at

this... and you are gonna decide what to do according to the situation right? Ok, let's

suppose, you are traveling abroad, let's suppose abroading to Brazil for the next world cup,

the champion the next year 2014 and you pack all, empacas todo, so, what do you take in

to account if you have to travel include some medication, what do you think before travel? Do you take anything with you? Any medicine? Any medical control? What do you prepare before travel? ¿Antes de viajar que preparas? Respecto a la salud. So tell me, I gonna give two or three minutes to organize your ideas please, two to three minutes to organize your ideas, piensen en una idea, please. Pero esta vez si necesito que me den una idea, una opinión, ya ustedes saben como son las opiniones right? Ok, two to three minutes.

...AFTER THREE MINUTES...

**T:** Ready? Ready? Yeah? Not? ... Ok one more minute guys.

...AFTER ONE MINUTES...

**T:** Ok, so let's continuous, volunteers please, before traveling what do you take to considerate... suppose that you are going to Brazil, so tell me. Any opinion please...

Erica... And please try to speak aloud.

**S:** In my opinion before travel to Brazil, I think in take some medicine.

**T:** Just take some medicine? Any other opinion... David...

**S:** (Habla muy bajo y no se escucha)

**T:** Tropical sickness, enfermedades tropicales, so... (... no se escucha...) ok, that is your opinión, any other?

**S:** (No se escucha)

**T:** Ok excellent, the weather conditions also, any other opinion? ... Lauren... Lana...

Linda... you are marie right?

**S:** (No se entiende)

**T:** Good, any other... Lauren... Linda what do you think?

**S:** In my opinion the medication is very important for the travel because it is important... because... ( baja la voz y no se escucha)

**T:** right, any other? Any other person? Jeison.

**S:** For me is very important when traveling take my health card.

**T:** (... no se escucha...) That's in the case to get sick, en caso de que te enfermes en otro país, very good.

Ok, now look at the first page, vean la primera página... (... no se escucha bien...)... como que unos tips para viajeros internacionales, right? Ok, now form groups of three so, ustedes pueden trabajar de 4... you three... you three... and you three ok? Right, como ustedes son los que tienen que hacer la clase vamos a hacer algo... (... No se escucha...) Ok, good.

Now ustedes se van a concentrar solamente en su texto, right? Van a resaltar lo más importante de ese texto y se lo van a explicar al resto, el resto no va a saber nada del texto tuyo, you are gonna get the most important, right? You are gonna explain to the rest what you understand, what is the recommendation, what is good o what is bad about that, right? Entendieron? So, how much time do you need to finish with that? I think that only five minutes, not? Ok ten minutes, good, ten minutes not problem, so you have to choose a leader and that person has to explain to the rest the recommendations...

## Appendix 3. Classroom observation form.

<b>Observation Format</b>	Group:	Date
Teacher's name:	Students level	
Viewer's name:	time:	
Objective:	Descriptions	
Topic:		
<b>Type of activity:</b> 1. Oral and written production ____ 2. Reception ____ 3. Interaction ____		
<b>Organization of the group:</b> (GROUPS/INDIVIDUAL)		
Proportionally, how much does the teacher speak?		
Proportionally, how much do the learners speak?		
<b>Linguistics explanation:</b> (grammar,phonetics,vocabulary. Etc.)		
<b>Use of material:</b>		
<b>Skills used during the class:</b>		
<b>Feedback:</b>		
<b>Interaction learners-teacher:</b>		
<b>Interaction learners-learners:</b>		
<b>Learners' attention:</b>		
<b>Teachers' strategies (methodology)</b>		
<b>Other descriptions:</b>		

Appendix 5. Interview Extract Interviewer: A

Student: B

*Student N° 1*

A: ¿cuál es su nombre?

B: XXXX.

1. Bien XXXX. ¿Qué nivel de desempeño, con respecto al manejo de la competencia oral, considera que usted debe lograr al finalizar los cinco niveles de inglés en la universidad?

B: Pues debe lograr un nivel alto, pero no...No sé.

A: ¿Cómo así alto?

B: Pues...que uno tenga la oportunidad de hablar en inglés...como poder tener una conversación en inglés.

2. ¿la Universidad, a través de su programa de inglés, ofrece espacios y oportunidades que motiven a los estudiantes a aprender inglés? ¿Cuáles?

B: No tanto, ahora en este semestre vi que hicieron un club de conversación con las profesoras que son de barbado pero es una sola vez a la semana y pues a veces el horario no nos permite. Además, eso no es suficiente.

3. ¿Es adecuado el nivel de competencia oral logrado durante los 5 niveles de inglés adquirido en la unidad de para su desempeño profesional? Si su respuesta es sí, ¿cómo se hace evidente?

B: pienso que no.

A: ¿Por qué?

B: Bueno porque yo de inglés no se mucho. No tengo la capacidad de hablar en inglés.

Generalmente lo hago en español cuando le voy a decir algo al profesor o a intervenir en la clase.

4. ¿El material de estudio que se utiliza en los niveles de inglés es adecuado para el nivel cognitivo de los estudiantes y contribuye con el desarrollo de su competencia oral?

B: pues el libro es muy bueno pero no son, no todo el material pienso que es muy poco material para trabajar en inglés.

5. ¿Los cinco niveles de inglés que la universidad ofrece son suficientes para lograr nivel B2, de acuerdo con los niveles el Marco Común Europeo?

B: pienso que deberían ser más.

A: ¿Cómo así?

B: Bueno, yo sé que un nivel B2 es alto....es para que uno tenga la capacidad de hablar en inglés y yo creo que con lo que aquí vemos no es suficiente.

6. A ¿en qué medida la metodología que emplea su profesor de inglés contribuye con el desarrollo de su competencia oral?

B: pues las conversaciones y así los dramas que nos ponen si contribuyen en algo. Pero nosotros nos comunicamos generalmente es en español no en inglés.

Student N° 2

A: ¿cuál es su nombre?

B: XXXXXXXXX.

1. Bien. ¿Qué nivel de desempeño, con respecto al manejo de la competencia oral, considera que usted debe lograr al finalizar los cinco niveles de inglés en la Universidad?

B: considero que debemos manejar varios aspectos del lenguaje extranjero por ejemplo como presentarnos ya deben ser algo básico dialogar... dialogar respecto a cualquier tema en diferente, cualquier tiempo verbal y a cerca de cualquier situación no debe haber límite de pronto hay no este tema no lo manejo no vamos a hablar de la economía de estados unidos hay no pero ese tema no lo manejo.

2. ¿la Universidad, a través de su programa de inglés, ofrece espacios y oportunidades que motiven a los estudiantes a aprender inglés? ¿Cuáles?

B: ¿Espacios? ¿A qué se refiere con espacio?

A: Espacio es si da las oportunidades si hace algunos eventos o e... le ayuda a usted a motivarlo con alguna especie de evento, actividad que realice.

B: Ocasionalmente creo que al semestre si se realizan tres eventos de ese tipo son muchos no hay digamos la convocatoria que admite al evento.

3. ¿Es adecuado el nivel de competencia oral logrado durante los 5 niveles de inglés adquirido en la universidad para su desempeño profesional? Si su respuesta es sí, ¿cómo se hace evidente?

B: De modo particular si puesto que... se lo importante que es el idioma y he hecho cursos virtuales y practico cada momento.

A: ¿Pero hablando aquí de la universidad usted cree que es adecuado?

B: No.

4. ¿El material de estudio que se utiliza en los niveles de inglés es adecuado para el nivel cognitivo de los estudiantes y contribuye con el desarrollo de su competencia oral?

B: considero competencia oral no se centra, considero que muchos profesores no todos se centran es en la parte del libro la actividad del libro del libro en día ya están haciendo actividades por actividades muy, muy básico muy literal respondemos el punto c, respondemos el punto a y ya hasta hay llego pero no de pronto no incentivan más por lo menos lo suficiente en la parte oral.

5. ¿Los cinco niveles de inglés que la universidad ofrece son suficientes para lograr nivel B2, de acuerdo con los niveles el Marco Común Europeo?

B: En lo absoluto no como se está desarrollando no es suficiente toca profundizar por fuera (no se escucha).

6. ¿en qué medida la metodología que emplea su profesor de inglés contribuye con el desarrollo de su competencia oral?

B: De mis cinco profesores de inglés solamente dos han incentivado la parte oral.

Student N° 3

A: ¿cuál es su nombre?

B: XXXXXXXXX.

1. Bien margarita. ¿Qué nivel de desempeño, con respecto al manejo de la competencia oral, considera que usted debe lograr al finalizar los cinco niveles de inglés en la Universidad?

B: Bueno primero que todo debo lograr el nivel B2.

2. ¿la Universidad, a través de su programa de inglés, ofrece espacios y oportunidades que motiven a los estudiantes a aprender inglés? ¿Cuáles?

B: En la actualidad se están manejando los clubes de inglés y en el pasado no se hacía

evidente estos requisitos.

3. ¿Es adecuado el nivel de competencia oral logrado durante los 5 niveles de inglés adquirido en la universidad para su desempeño profesional? Si su respuesta es sí, ¿cómo se hace evidente?

B: No.

4. ¿El material de estudio que se utiliza en los niveles de inglés es adecuado para el nivel cognitivo de los estudiantes y contribuye con el desarrollo de su competencia oral?

B: En parte el material, si puede generar digamos que para el aprendizaje de la competencia oral pero no es suficiente.

5. ¿Los cinco niveles de inglés que la universidad ofrece son suficientes para lograr nivel B2, de acuerdo con los niveles el Marco Común Europeo?

B: Puedo decir que no.

6. ¿en qué medida la metodología que emplea su profesor de inglés contribuye con el desarrollo de su competencia oral?

B: Eso depende de la metodología que utilice el profesor, bueno eso... digamos que si el docente e... tenga una metodología digamos que constructiva donde enseñe al estudiante hablar inglés porque mucho saben escribirlo pero no saben hablarlo.

Student N° 4

A: ¿cuál es su nombre?

B: XXXXXXXX

1. Bien Carlos. ¿Qué nivel de desempeño, con respecto al manejo de la competencia oral, considera que usted debe lograr al finalizar los cinco niveles de inglés en la Universidad?

B: pues un nivel de desempeño, pues e a son cinco niveles, pues tiene que ser un nivel, pues no alto pero si se desempeñe bien hablando inglés, pues que entienda una conversación en inglés

2. ¿la Universidad, a través de su programa de inglés, ofrece espacios y oportunidades que motiven a los estudiantes a aprender inglés? ¿Cuáles?

B: pues en si no porque en más que todo no tenemos esos laboratorios de inglés que nos preparan.

3. ¿Es adecuado el nivel de competencia oral logrado durante los 5 niveles de inglés adquirido en la Universidad para su desempeño profesional? Si su respuesta es sí, ¿cómo se hace evidente?

B: pues la verdad no porque los profesores trabajan, tienen distintas metodologías Pues hay profesores que en cada nivel no trabaja con laboratorio speaking y eso.

4. ¿El material de estudio que se utiliza en los niveles de inglés es adecuado para el nivel cognitivo de los estudiantes y contribuye con el desarrollo de su competencia oral?

B: Pues eso depende cuanto en cuanto el profesor tanto trabaje con el nivel oral, pues eso depende del profesor.

5. ¿Los cinco niveles de inglés que la universidad ofrece son suficientes para lograr nivel B2, de acuerdo con los niveles el Marco Común Europeo?

B: Creo que no porque pues cinco niveles pues es cortó y a veces el tiempo uno no alcanza todo los niveles de inglés programados.

6. ¿en qué medida la metodología que emplea su profesor de inglés contribuye con el desarrollo de su competencia oral?

B: En qué medida pues en la medida en que él sepa como que llevar esa metodología

que él tiene que nos sepa transmitir pues para aprender.

Student N° 5

A: ¿cuál es su nombre?

B: XXXXXXXXXX.

1. Bien. ¿Qué nivel de desempeño, con respecto al manejo de la competencia oral, considera que usted debe lograr al finalizar los cinco niveles de inglés en la Universidad?

B: ósea yo creo que al finalizar esos cinco niveles este la persona debe tener como bastante fluidez, este instalar una conversación con alguien, hablar rápido.

2. ¿la Universidad, a través de su programa de inglés, ofrece espacios y oportunidades que motiven a los estudiantes a aprender inglés? ¿Cuáles?

B: ósea a mi particularmente no porque ósea varias veces yo solamente ido dos veces al laboratorio y en las clases este solamente he tenido como cinco (no se escucha bien)

3. ¿Es adecuado el nivel de competencia oral logrado durante los 5 niveles de inglés adquirido en la Universidad para su desempeño profesional? Si su respuesta es sí, ¿cómo se hace evidente?

B: No

4. ¿El material de estudio que se utiliza en los niveles de inglés es adecuado para el nivel cognitivo de los estudiantes y contribuye con el desarrollo de su competencia oral?

B: Ósea yo si digo que es adecuado pero si se brindaran esos espacios por ejemplo que tienen las unidades y todo eso pero como a nosotros no se nos presenta eso.

5. ¿Los cinco niveles de inglés que la universidad ofrece son suficientes para lograr nivel B2, de acuerdo con los niveles el Marco Común Europeo?

B: Yo creo que no deberían ser como que más niveles y deberían tener como otra metodología.

6. ¿en qué medida la metodología que emplea su profesor de inglés contribuye con el desarrollo de su competencia oral?

B: No

Student N° 6

A: ¿cuál es su nombre?

B: XXXXXXXX.

1. Bien. ¿Qué nivel de desempeño, con respecto al manejo de la competencia oral, considera que usted debe lograr al finalizar los cinco niveles de inglés en la Universidad?

B: pues cuando una persona termina sus cinco niveles para mí si está bien preparada ya debería instalar una conversación con alguien más, prepararse para desempeñarse en el área en el cual termino también teniendo un (no se escucha) en inglés ya que es muy importante la lengua de inglés.

2. ¿la Universidad, a través de su programa de inglés, ofrece espacios y oportunidades que motiven a los estudiantes a aprender inglés? ¿Cuáles?

B: bueno personalmente, lastimosamente no he visto eso e... creo que fue este año que hicieron un concurso sobre las canciones de inglés y eso pero fue este año anteriormente los años que llevo aquí no han hecho nada con respecto a motivar a los estudiantes a que se interesen por este idioma.

3. ¿Es adecuado el nivel de competencia oral logrado durante los 5 niveles de inglés adquirido en la Universidad para su desempeño profesional? Si su respuesta es sí, ¿cómo

se hace evidente?

B: Mmm, pues eso cinco niveles si, si para mi si son buenos.

4. ¿El material de estudio que se utiliza en los niveles de inglés es adecuado para el nivel cognitivo de los estudiantes y contribuye con el desarrollo de su competencia oral?

B: E... si personalmente si en los niveles que he dado los materiales que han utilizado los profesores son muy adecuados y se aprenden mucho porque utilizan, nos dicen que es muy importante para el desarrollo nuestro.

5. ¿Los cinco niveles de inglés que la universidad ofrece son suficientes para lograr nivel B2, de acuerdo con los niveles el Marco Común Europeo?

B: E... para mi suficiente pero profundizarlo un poco más.

6. ¿en qué medida la metodología que emplea su profesor de inglés contribuye con el desarrollo de su competencia oral?

B: Pues esa metodología, para mi si... me ha ayudado mucho, la que ha utilizado cada docente porque ya me ha... pues he aprendido mucho en esta área con respecto al inglés.

Student N° 7

A: ¿cuál es su nombre?

B: XXXXXXXXX

1. Bien. ¿Qué nivel de desempeño, con respecto al manejo de la competencia oral, considera que usted debe lograr al finalizar los cinco niveles de inglés en la Universidad?

B: E... interpretación de lo que de pronto una persona o que hable inglés completamente nos pregunte y podamos responderle, interpretación también saberle responderle es decir manejar el lenguaje poder hablar y mantener una conversación con esa persona (A: Bien), o poder leer documentos también

(A: Ok).

2. ¿la Universidad, a través de su programa de inglés, ofrece espacios y oportunidades que motiven a los estudiantes a aprender inglés? ¿Cuáles?

B: No, no los brinda precisamente antes de entrar a estudiar administración de empresa estaba estudiando inglés aquí ósea un curso en el primer en el curso con la profesora XXXXX y pues es impulsado porque nos tocaba hacer presentaciones carteleras, hubo un fashion de inglés completamente, eso sí impulsa a la universidad pero ya no más nunca he escuchado que han hecho estos eventos así.

3. ¿Es adecuado el nivel de competencia oral logrado durante los 5 niveles de inglés adquirido en la Universidad para su desempeño profesional? Si su respuesta es sí, ¿cómo se hace evidente?

B: Realmente no.

4. ¿El material de estudio que se utiliza en los niveles de inglés es adecuado para el nivel cognitivo de los estudiantes y contribuye con el desarrollo de su competencia oral?

B: Bueno como acá estamos acostumbrados a sacar copias verdad solamente las copias se dan cuenta que a veces se dan cuenta que hay que comprar un libro o tener un CD que pueda uno a ayudar en clases pero el estudiante solamente se limita a sacar las copias de inglés solamente.

5. ¿Los cinco niveles de inglés que la universidad ofrece son suficientes para lograr nivel B2, de acuerdo con los niveles el Marco Común Europeo?

B: yo considero que cinco niveles uno si puede aprender inglés

6. ¿en qué medida la metodología que emplea su profesor de inglés contribuye con el desarrollo de su competencia oral?

B: si los profesores que he tenido si claro

Student N° 8

A: ¿cuál es su nombre?

B: XXXXXX

1. Bien. ¿Qué nivel de desempeño, con respecto al manejo de la competencia oral, considera que usted debe lograr al finalizar los cinco niveles de inglés en la Universidad?

B: pues creería que sería bueno manejar como el nivel conversacional del inglés, pero creo que no se está haciendo lo suficiente para lograr esos objetivos

2. ¿la Universidad, a través de su programa de inglés, ofrece espacios y oportunidades que motiven a los estudiantes a aprender inglés? ¿Cuáles?

B: Pues creería que nos, en realidad le hace falta bastante.

3. ¿Es adecuado el nivel de competencia oral logrado durante los 5 niveles de inglés adquirido en la Universidad para su desempeño profesional? Si su respuesta es sí, ¿cómo se hace evidente?

B: Pues en la carrera como tal tiene bastantes palabras técnica que en el nivel conversacional no lo sule.

4. ¿El material de estudio que se utiliza en los niveles de inglés es adecuado para el nivel cognitivo de los estudiantes y contribuye con el desarrollo de su competencia oral?

B: Creo que sí que es aceptado pero debe conseguirse otro método

5. ¿Los cinco niveles de inglés que la universidad ofrece son suficientes para lograr nivel B2, de acuerdo con los niveles el Marco Común Europeo?

B: creo que no debería haber otro nivel

6. ¿en qué medida la metodología que emplea su profesor de inglés contribuye con el desarrollo de su competencia oral?

B: creo que es bastante bueno creería, en que en las clases se hagan conversaciones o diálogos.

Student N° 9

A: ¿cuál es su nombre?

B: XXXXXXXX

1. Bien. ¿Qué nivel de desempeño, con respecto al manejo de la competencia oral, considera que usted debe lograr al finalizar los cinco niveles de inglés en la Universidad?

B: ¿Qué nivel ósea los niveles cuáles son?

A: Lo mínimo que usted debe saber cuándo termina los cinco niveles.

B: Por ejemplo: ósea los niveles a si como al no.

A: Lo que usted mínimo debe saber ya usted termino los cinco niveles ya usted cree lo que por lo menos debe saber los estudiantes.

B: Por lo mes, saber establecer una conversación corta con coherencia digo yo.

2. ¿la Universidad, a través de su programa de inglés, ofrece espacios y oportunidades que motiven a los estudiantes a aprender inglés? ¿Cuáles?

B: Para mí no sé por qué no, no digamos a mí no me han motivado así para, solamente vengo a la clase de inglés no hay otro espacio para estudiar

3. ¿Es adecuado el nivel de competencia oral logrado durante los 5 niveles de inglés adquirido en la Universidad para su desempeño profesional? Si su respuesta es sí, ¿cómo

se hace evidente?

B: Si es adecuado? Pues No ósea yo he... Pues lo niveles que he visto por ejemplo yo estudio por, ingles a mí casi no me gusta pero yo estudio el inglés que me toca así para seguir estudiando ingles no, no...

4. ¿El material de estudio que se utiliza en los niveles de inglés es adecuado para el nivel cognitivo de los estudiantes y contribuye con el desarrollo de su competencia oral?

B: El material con el que nosotros trabajamos, con el libro ese me parece bueno no conozco más libro por eso no lo sabría comparar con otro libro porque el único que conozco es el libro ingles 1.

5. ¿Los cinco niveles de inglés que la universidad ofrece son suficientes para lograr nivel B2, de acuerdo con los niveles el Marco Común Europeo?

B: Pues yo pienso que si pero no todos los estudiantes lo alcanza aunque sea ganando los cinco ingles pero los que se desempeña creo que ellos sí.

6. ¿en qué medida la metodología que emplea su profesor de inglés contribuye con el desarrollo de su competencia oral?

B: Si porque la seño por ejemplo motiva a seguir estudiando a practicar ella nos pasa el libro para practicar en la casa.

Student N° 10

A: ¿cuál es su nombre?

B: XXXXXXXXX

1. Bien Jorge. ¿Qué nivel de desempeño, con respecto al manejo de la competencia oral, considera que usted debe lograr al finalizar los cinco niveles de inglés en la Universidad?

B: Pues que cuando uno sale del nivel cinco de la universidad esté capacitado para ya

dialogar con otra persona cosa que aquí no está pasando.

2. ¿la Universidad, a través de su programa de inglés, ofrece espacios y oportunidades que motiven a los estudiantes a aprender inglés? ¿Cuáles?

B: Yo no creo.

3. ¿Es adecuado el nivel de competencia oral logrado durante los 5 niveles de inglés adquirido en la Universidad para su desempeño profesional? Si su respuesta es sí, ¿cómo se hace evidente?

B: (NO SE ESCUCHA).

4. ¿El material de estudio que se utiliza en los niveles de inglés es adecuado para el nivel cognitivo de los estudiantes y contribuye con el desarrollo de su competencia oral?

B: No creo porque lo que se utiliza es el computador que trae la profesora y nada más, así me parece.

5. ¿Los cinco niveles de inglés que la universidad ofrece son suficientes para lograr nivel B2, de acuerdo con los niveles el Marco Común Europeo?

B: Pues no sé qué es eso del marco común europeo, pero no creo ósea nivel 2 me imagino que ese nivel b es mucho más avanzado cierto pues no creo que con los niveles que hagamos aquí estemos capacitados para eso.

6. ¿en qué medida la metodología que emplea su profesor de inglés contribuye con el desarrollo de su competencia oral?

B: Pues lo que me han tocado a mí creo que no.

Student N° 11

A: ¿cuál es su nombre?

B: XXXXXX

1. Bien Jenny. ¿Qué nivel de desempeño, con respecto al manejo de la competencia oral, considera que usted debe lograr al finalizar los cinco niveles de inglés en la Universidad?

B: Este ósea pienso que al culminar ya los cinco niveles la persona debe no perfectamente hablar en inglés pero si comprender y entender al profesor, también lo que se le está diciendo muchas veces culminamos el nivel cinco y no comprendemos lo que el profesor nos está diciendo, ni en clases ni al finalizar el curso entonces pienso que eso se debe reforzar desde el nivel 1 para que el nivel cinco, cuando el profesor nos exija un lenguaje e... hablar inglés ósea podamos manejar ese lenguaje.

2. ¿la Universidad, a través de su programa de inglés, ofrece espacios y oportunidades que motiven a los estudiantes a aprender inglés? ¿Cuáles?

B: E... no ósea pienso que llegar a la clase de inglés, este y a la 6:00 am ósea no pienso que hay un lugar apropiado para uno hablar y sentirse cómodo, uno se siente como que muy aburrido a veces en ese aspecto, que es más dinámico.

3. ¿Es adecuado el nivel de competencia oral logrado durante los 5 niveles de inglés adquirido en la Universidad para su desempeño profesional? Si su respuesta es sí, ¿cómo se hace evidente?

B: Personalmente no, ósea yo no me siento en capacidad de hablar inglés y a veces no comprendo muy bien lo que el profesor me dice ósea lo que se es porque e... si ósea tengo conocimiento pero no es porque sepa mucho.

4. ¿El material de estudio que se utiliza en los niveles de inglés es adecuado para el nivel cognitivo de los estudiantes y contribuye con el desarrollo de su competencia oral?

B: si pienso que es adecuando porque a veces los profesores o los mismos estudiantes no lo sabemos manejar porque el inglés se tiene aquí como algo que es un requisito y es una

mentalidad que se debe cambiar primero que todo.

5. ¿Los cinco niveles de inglés que la universidad ofrece son suficientes para lograr nivel B2, de acuerdo con los niveles el Marco Común Europeo?

B: No

6. ¿en qué medida la metodología que emplea su profesor de inglés contribuye con el desarrollo de su competencia oral?

B: E... bueno pienso que si un profesor piensa adecuadamente y si sus clases son más dinámicas son más divertidas puede contribuir a que el estudiante se interese más por esa clase y se sienta más motivado, ano si mañana voy a la clase de inglés y se sienta preparado y llegar a la clase bien preparado(A).

## Appendix 4 Written exam

**Centro de Lenguas Extranjeras**  
English Test –level 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**A. Listen to four people talking and match them with the correct statements a-e. There is one extra statement which you do not need to use. (8 points)**

Speaker 1

Speaker 2

Speaker 3

Speaker 4

- a. He/She usually spends Saturdays with his/her family.
- b. He/She usually spends Saturdays with his/her friends.
- c. He/She usually works on Saturdays.
- d. He/She usually works on Sundays.
- e. He/She usually spends Saturdays alone.

**B. Read the text and match the questions a-d with the paragraphs 1-4. (8 points)**

- a. What else would you like to do?
- b. What do you do to relax?
- c. What about life at home, with your children?
- d. Tell us something about your job. Do you enjoy it?

**Woman of the month...**

She's an elementary school teacher.  
She's the mother of four young children.  
She likes writing stories for children.  
Her name? Chloe Stracina.

1. \_\_\_\_\_

I'm a school teacher and I work from 8:30 a.m. to 3:30 p.m. on weekdays. But my work doesn't stop there. I usually work at home in the evenings for two hours. You see, I prepare my classes for the next day. But it's OK, I love teaching and I love spending time with my students. I think it's fun.

2. \_\_\_\_\_

They are very special to me. I'm a teacher but at the same time I'm their mother. I do what all mothers do and of course, I love them!

3. \_\_\_\_\_

I enjoy reading and I read a lot of novels. I also like surfing the Internet. I often find interesting information to tell my children and my students. Another thing I do is write stories. I usually

**C. Circle the odd word in each group. (7 points)**

- |                    |             |          |             |
|--------------------|-------------|----------|-------------|
| 1. Chile           | British     | Chinese  | Italian     |
| 2. occupation      | work        | office   | job         |
| 3. science fiction | jazz        | comedy   | horror      |
| 4. wallet          | stereo      | purse    | briefcase   |
| 5. beautiful       | handsome    | young    | nice        |
| 6. niece           | grandmother | aunt     | son         |
| 7. hotel           | show        | hospital | art gallery |

**D. Complete the sentences. Choose a, b or c. (5 points)**

- I want some \_\_\_\_\_ about Redwood College.  
a. words                      b. information                      c. news
- Jack is 25 years old and he's married. His \_\_\_\_\_ is a dentist.  
a. husband    b. daughter                      c. wife
- My \_\_\_\_\_ hates pop music. I only listen to it when I'm alone in the house.  
a. classmate    b. flatmate                      c. colleague
- I don't \_\_\_\_\_ a lot of time with my friends on the weekend. I usually study.  
a. spend                      b. take                      c. keep
- My father is a chef and he \_\_\_\_\_ fantastic meals.  
a. chooses                      b. presents                      c. prepares

**E. Circle the correct words. (8 points)**

a.

**A:** (1) **Who's / Whose** luggage is this? Is it (2) **your / yours**?

**B:** No, it isn't (3) **my / mine** luggage. It's my (4) **sister's / sisters'**. She was in London for the weekend.

**A:** Really?

**B:** Yes, she (5) **travels often / often travels** to London.

b.

**A:** What time is it? I need to go to the shops.

**B:** It's only two o'clock. The stores are open (6) **to / until** six today.

**A:** No, they aren't. The stores are open (7) **at / from** nine to three (8) **at / on** Saturdays.

**B:** Is it Saturday today?

**F. Complete the dialogues with the correct form of the verbs in brackets. (7 points)**

a.

**A:** My best friend (1) \_\_\_\_\_ (live) in Poland. I'd like

(2) \_\_\_\_\_ (live) in Poland, too.

**B:** Poland? Can you (3) \_\_\_\_\_ (speak) Polish?

**A:** No, but I enjoy (4) \_\_\_\_\_ (learn) new languages. It's fun!

b.

**A:** What time (5) \_\_\_\_\_ (your son / wake up) for school in the

**B:** At seven.

**A:** Really? My children hate (6) \_\_\_\_\_ (wake up) early and they  
(7) \_\_\_\_\_ (always / be) late for school!

**B:** That's a problem.

**G. Read the dialogue and choose a, b or c. (7 points)**

**Mark** Hey Kelly, this is the best party ever! By the way, where's your new roommate?  
**Kelly** Over there.  
**Mark** Where? What does she look like?  
**Kelly** (1) \_\_\_\_\_  
**Mark** Oh, I see. She looks young. How old is she?  
**Kelly** (2) \_\_\_\_\_  
**Mark** What does she do?  
**Kelly** (3) \_\_\_\_\_ . Hey, here she comes. Diane!  
 (4) \_\_\_\_\_  
**Mark** Nice to meet you, Diane!  
**Diane** Hi, Mark! (5) \_\_\_\_\_ .  
**Mark** It's great and the music here is great.  
 By the way, do you like dancing?  
**Diane** (6) \_\_\_\_\_ .  
**Kelly** Hey, guys. (7) \_\_\_\_\_ . Come on!

1. a. Yes, she does.  
b. She's the tall girl with the short brown hair.  
c. She likes sports very much.
2. a. I think she's got 22.  
b. I think she's old.  
c. I think she's 22.
3. a. She's married.  
b. She's fine.  
c. She's a secretary.
4. a. This is my friend, Mark.  
b. It's my friend, Mark.  
c. There's my friend, Mark.
5. a. Do you like going to parties?  
b. What do you think of the party?  
c. What do you like?
6. a. Not that great.  
b. Sorry.  
c. Not really.
7. a. I like eating.  
b. It's time to eat.  
c. We always eat.

**H. Write a paragraph of about 80 words about yourself use personal information. (10 points)**

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**I. Write an e-mail of about 80 words to a friend, giving him/her your news about the school year that has just finished. (10 points)**

From:  
To:  
Subject:

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## Appendix 6. Oral exam

## FOREIGN LANGUAGE CENTER

## ENGLISH V SPEAKING TEST

Answer these questions.

1. What do you like to be called by your family?
2. What do you like to be called by your friends?
3. What do you like to be called by your colleagues or classmates?
4. Complete this information:
  - When I left the house this morning I had already \_\_\_\_\_
  - At 2:00 today I hadn't yet \_\_\_\_\_
  - By the time I started to study English I had already \_\_\_\_\_
5. How important is punctuality for you? Why?
6. What are some good ways to teach children etiquette?
7. Why do you think table manners are important in almost all cultures?
8. How has the etiquette for dressing changed in your country? Is this change for the better?
9. Give advice
10. How long have you been studying English?
11. How long have you lived in a house or an apartment?
12. Which medical topics should a traveler take into account?

13. Have you ever had a medical or a dental emergency? Where were you? What happen? What did you do?
14. Which health treatments have you tried?
15. Which medical treatments do you think is the best? Why?
16. How do you buy medications in your country?
17. Which ones do you need a prescription for?
18. Which ones can you buy without a prescription?
19. Which are some of the medications you have taken?
20. Which steps are needed for planning a social event?
21. What do you think is most important in a party?
22. What are some reasons for having a party?
23. Which of these services have you used: copying, printing, house cleaning, car repair, tailoring, and courier service, develop or process a film, repairing shoes?
24. Which job would you like to have now?
25. Which job would you like to have in a future?
26. Tell me 3 regrets about your life
27. What were you going to do or be?
28. What talents do you have?
29. What skills do you have?
30. What work experience do you have?

## Appendix 7. SURVEY QUESTIONNAIRE

CATEGORY	QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Interaction	You are able to interact orally in English about different topics of your interest.				
Motivation	C. The University through its English program offers spaces and opportunities that encourage your oral English language learning.				
	D. The spaces that the University provides are enough to develop and make use of your oral competence.				
Material	The material worked at classes contributes to the improvement of the oral competence.				
Methodology	The methodology proposed by the teacher allows you to develop your oral competence.				
Learning Expectations	C. The level of English language achieved during the course is suitable for your professional development.				
	D. You are able to make academic oral presentations with the level of English acquired during the courses.				

## Appendix 8. INTERVIEW QUESTIONS

1. What level of performance in terms of the development of oral proficiency do you consider that you should achieve by the end of the five English levels at the University?

2. Does the University, through their ESL program, offer chances and opportunities that motivate learners to learn English? If so, which ones?

3. Is it appropriate the level of oral proficiency acquired during the 5 levels of English at the University to your professional performance? If your answer is yes, how is it evidenced?

4. Is the study material used in the levels of English suitable for the cognitive level of students? And does it contribute to the development of the learners' oral proficiency?

5. Are the five English levels that the university offers enough to achieve B2 level, according to the Common European Framework levels?

6. To what extent the methodology used by your English teacher contributes to the development of your oral proficiency?