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Research Topic

The relationship between the teacher`s teaching techniques and the spoken English language proficiency reached by the students who have finished Advanced English II at the Department of Foreign Languages at the University of El Salvador, 2015.

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“Put your works into the hands of the Lord, and your purposes will be made certain”.

Proverbs 16:3

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Abstract

The purpose of this study was to find out the relationship between the teachers' teaching techniques and the proficiency reached by the students. The population of this study involved all the students who have finished Advanced English II, at the Foreign Language Department, at the University of El Salvador, by semester II, 2015. Forty students were taken randomly as the sample of the study. The type of study used in this research was correlational. The data was collected through a questionnaire. The results indicated that some English teachers at the Foreign Language Department have made a good use of controlled, semi controlled and free techniques because the majority of the students under study had a very good level of proficiency and they were exposed to those techniques frequently.

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Introduction

How to reach at least an intermediate or an advanced level in English oral proficiency has been always the objective of every student. This goal has become more approachable thanks that the English teaching- learning process and its objective has changed over the years. In the past, it was mainly focused in grammar, but recently the communicative competence and the appropriate use of the language based on the context is highlighted (Harley et al, 2002) . Now, the aim of every English curriculum is greatly linked to the student's proficiency Chomsky (1965). However, to find out how to help students to reach the oral proficiency level, they should have is not easy. It encloses some characteristics like variety in teaching activities Callahan (2010) as well as a proper selection and use of those activities Shapiro (1993), so students can take advantage and gain the level of proficiency that is expected.

Nowadays, the majority of the teachers cares about students' oral English proficiency and makes use of the teaching techniques they already know. The most common are warm ups, role plays, drills, games, reports, discussions, drama, checking exercises, reading aloud, and wrap ups Crookes and Chaudron (1991). They are very useful techniques for improving students' communicative ability Crookes and Chaudron (1991). Nevertheless, there are still some teachers who pay less attention to the use of the teaching techniques or do not apply them at all. It can be because of two things. One, they have not enough time for using them appropriately as they wanted to do so and two they are not aware which they are ,so they do not see the benefits and significance of use them in their teaching.

To sum up, this study was carried out at the Foreign Language Department of the University of El Salvador, 2015. The purpose was to find out the role of the teaching techniques in the oral proficiency level students were able to reach after have already finished the last English course that is Advanced English II. At this point, they are expected to have as

minimum an intermediate level as a result of at least, three years studying the language. The teaching techniques were controlled, semi-controlled and free techniques. These were adapted by Brown (2001) from Crookes and Chaudron (1991). Due to the ability to speak a foreign language well is a very complex task, students can reach it just if they are exposed to different teaching techniques that help them to be more in touch with the language. Consequently, it is recommended for teachers to use the teaching techniques as much as they can in their English classes, so that they can contribute to the oral English proficiency level of the students.

I. Statement of the problem

The aim of all the English educational programs at the University of El Salvador is to provide students with an effective teaching–learning environment that includes the implementation of a variety of teaching techniques. This seek to help students to reach an intermediated or advanced English oral proficiency level after have finished all the English courses established by the instructional entity. However, this is not exactly the case in all of the English courses taught at the Foreign Language Department of the University of El Salvador.

There are some English students who face some fluency problems at the moment of expressing their ideas. They have tried to hide their lack of English speaking ability until they have to deliver a speech, have an oral exam or just establish a conversation with their friends. Then, the speaking deficiencies come to light; at this point, the English teachers play an important role to support students with efficient teaching techniques to help them improve their English oral proficiency. It is a fact that some teachers know those techniques but they maybe do not know how to take advantage of them. While others do not see or know the value and the contribution those techniques can have in the English spoken proficiency level their pupils can be able to reach if they apply them.

As a result of the requirements that an intermediate English oral proficiency level demands from students at the moment of using the language in their every day and professional life, it is essential to carry out a study in order to find out not only if students have or not an strong complication in their speaking proficiency but also if teachers are making use of many different teaching techniques and activities for overcoming the students oral proficiency difficulties. Finally, it is important to mention that to reach an intermediated oral proficiency level requires both students´ discipline and teachers´ suitable feedback.

1.1 Objectives

General objective

To determine what teaching techniques help the students reach the highest level of English oral proficiency among the students who have finished Advanced English II at the Foreign Language Department at the University of El Salvador.

Specific objectives

1. To determine how effective are the controlled teaching techniques in the development of the English oral proficiency.
2. To establish how effective are semi-controlled teaching techniques in the development of English oral proficiency.
3. To determine how effective is the use of free teaching techniques in the development of the English oral proficiency.

1.2 Research questions

General research question

What teaching techniques help the students reach the highest level of English Language proficiency among the students who have finished Advanced English II at the Foreign Language Department at the University of El Salvador?

Specific research questions

1. How effective are controlled teaching techniques in the development of the English oral proficiency?
2. How effective are semi-controlled teaching techniques in the development of the English oral proficiency?

3. How effective are free teaching techniques in the development of the English oral proficiency?

1.3 Justification

The main reason why researchers want to carry out this study is because of the need students have for reaching an intermediated or advanced English spoken proficiency level. Teachers must be aware of those English teaching techniques that can provide students with a more communicative teaching leaning environment where they can have enough opportunities to practice the language and get an intermediated or advanced English oral proficiency level.

This study is also important due to the fact that if teachers put in practice the teaching techniques to help students learn in a meaningful way, they will facilitate students' outcomes all of the areas . For example, it is important for students to rich an intermediate or advanced English oral proficiency level for their professional and personal goals and interests. This leads them to have not only better opportunities in applying for a job position but also a higher life style, which benefits directly their relatives' living standards. As a consequence, the whole society life standard also improved.

Another reason why to carry out this study is because this will help future English teachers to have a better performance in their classes as well as to be very good tutors. They will have like an English teaching techniques outline that can implemented in their classes with the purpose of helping students to reach an intermediated or advanced English oral proficiency level. Finally, this study will be a good source for future researchers who would like to continue contributing to this research area.

1.4 Definitions of terms

This section contains the definitions of key words that have been used in the research. The main concepts of this study are: technique, teaching technique, controlled techniques, semi-controlled techniques, free techniques and oral proficiency.

The Oxford Dictionary (2009) says that a technique is a “skillful or efficient way of doing or achieving something”. According to Brown (1995) the term technique constitutes the ways in which teachers select to present language to learners taking into account that they must accomplish students` needs. In addition, Boundless Education (2014) states that a teaching technique is a way used to convey information in the classroom, and effective teaching techniques “help to activate students' curiosity about a class topic, engage students in learning, develop critical thinking skills, keep students on task, stimulate sustained and useful classroom interaction, and, in general, enable and enhance the learning of course content”.

A classification of techniques has been adapted by Brown (2001) from Crookes and Chaudron (1991), these are catalogued in three groups: Controlled, Semi controlled and Free techniques. According to Brown (2001) Controlled techniques are those that are highly manipulated by the teacher. The teacher objectives are pre-handed based on the syllabus, so it is easy to predict the students` answers. In few words, in controlled techniques, the teacher knows in advance not only the question but also the response and language the students will produce. On the other hand, semi-controlled techniques use the language in a less restrictive way than controlled techniques, students produce more natural language, but still some linguistic patterns already established by the teacher are included (Brown, 2001). Moreover, Cotter (2015) says that as students get more confident and familiar with the language, the teacher should opt for semi-controlled techniques because it makes students freer to practice the language arousing students' interest and challenge.

Obviously, free techniques are the opposites of controlled techniques because free techniques are “student-centered” where students have more opportunities to experiment with the language. There are not predicted responses, the teaching –learning process is more cooperative and students can negotiate and contribute in a way to the curriculum (Brown, 2001). That is to say, students have the greatest opportunity to personalize the language, experiment, and incorporate previously learned vocabulary, grammar, and other points. According to Doff (1991) communicative activities are intended to foster communication in the target language by setting up a context of real communication; that is, using language from real life to compare it with one that is used in the classroom. This real, relevant practice naturally leads to high rates of retention that ends in greater English oral proficiency level.

“Oral proficiency is the ability to use the language in real world situations in a spontaneous interactions and non-rehearsed context” Berdan (2014). Besides, proficiency determines what a language user is able to do without taking into account the place, the situation and the way the language was acquired. In other words, it must be acceptable and appropriate to native speakers of the language. Finally, oral proficiency lets students to communicate meaningfully, effectively, and creatively in their target language for real-life purposes.

1.5 Delimitations

The study was carried out at the Foreign Language Department at the University of El Salvador, located in San Salvador city. The subjects under study were 40 students who have finished Advanced English II. Those students were in 3rd, 4th and 5th school year. The study was conducted during semester I and II, 2015 from March to December.

1.6 Organization of the study

This section has been designed to illustrate the order of this study.

Chapter one has the introduction which includes the problem statement, objectives, research questions, significance of the study, definition of terms and delimitations. Chapter two presents a review of the literature related to teaching techniques and English oral proficiency. Chapter three describes the research design, population and sample, research instrument, data collection procedures, data analysis and limitations. Chapter four presents the results of the study. Finally, chapter five contains the conclusions and recommendations of the study. The study concluded with the references and annexes.

II. Theoretical framework

English proficiency has always been a challenge in the English teaching field. The emphasis on speaking proficiency continues today due to the fact that with proficiency students communicate meaningfully, effectively, and creatively in the target language for real-life purposes. That is why; teachers and students seem proficiency as the main focus in the teaching-learning process. However, it is not so simple to reach an intensive or advanced English proficiency level. First of all, it is important to know what proficiency is and according to Berdan (2014) proficiency is the capability of using the language in real world circumstances and contexts spontaneously and without rehearsals. Besides, she mentions that a proficient person has to be able to use the language in every situation, and it must be suitable to native speakers of the language.

There is no doubt that several language students consider speaking ability one of their primary goals for the following reasons: personal satisfaction, for being able to speak a second language, for pursuing other interest or career goals as well as for getting better jobs opportunities Harlow and Muyskens (1994). Thus, teachers focus is to look for those suitable tools that help students develop their proficiency level, so they can give them a hand to achieve their objectives. According to Alice Omaggio (2001), it is essential that language teachers identify some effective techniques for teaching English. These techniques should provide more opportunities for the development of proficiency and also they need to be varied according to the instructional goal.

A taxonomy of techniques has been adapted by Brown (2001) from Crookes and Chaudron (1991), these have been grouped in three categories: Controlled, Semi controlled and Free techniques. These techniques and their contribution to the English oral proficiency are discussed into the following topics: the contribution of controlled techniques in

developing English oral proficiency, effectiveness of semi controlled teaching techniques in developing oral proficiency, and to what degree the free techniques help students to reach oral proficiency.

2.1 The contribution of controlled techniques in developing English oral proficiency

Controlled techniques are absolutely controlled by the teacher; they know in advance which answers as well as which grammatical forms the students will produce in response to a given question Brown (2001). There is only one correct response. For example, if the teacher uses flashcards as a prompt for some vocabulary, there is only one correct answer for each flashcard. The same holds true if students work in pairs to complete a gap fill worksheet, crossword, or even an unscramble sentence. The answers at the end will be the same for all these teaching activities even though they are being worked in different pairs.

Brown (2001) mentions that controlled techniques are more useful and used in teaching beginning stages because at this level students have little or no prior knowledge of the target language. Moreover, he says that controlled activities allow students to just be focused on the new language structure to be learnt. Besides that, “a variety of possible answers don't get in the way” Cotter (2015) and this is convenience in beginning stages. Nevertheless, this does not mean proficiency is not present at these very, very beginning levels. Arendt (1997) states that teachers must take into consideration that even at beginner stages, learners may display proficiency because “proficiency has to be present at different levels, in different situations and at any given time”. He affirms that “language learning is not a linear process”.

“Proficiency is a goal of language teaching rather than a methodology. Teachers can help learners achieve proficiency while using methods, strategies, and activities suited to their particular teaching styles and instructional situations.” Arendt (1997). Thus, by accompanying

the teaching learning process with controlled techniques like warm ups, dialogues and role plays, etc.; and materials such as charts, worksheets, posters and so on, teachers are helping the students to accomplish better the learning goals. Consequently, this becomes a reward in students' competence because their proficiency grows and it is apparent in a matter of few weeks. Cotter (2015) points out that because warm up is the first activity on the lesson, "it sets the tone for the next hour". Therefore, with the right warm up activity teachers can create a positive atmosphere to practice and experiment with the language, and this plays a significant role in the English language proficiency students reach.

2.3 Effectiveness of semi controlled teaching techniques in developing oral proficiency

Cotter (2015) says that as students gain confidence and familiarity with the language their capacity to learn also grows, so teachers need to use not only controlled techniques but also the semi-controlled techniques. These give to students more freedom to experiment with the language. They not only maintain interest but also raise the challenge for the students. At this level, the teacher cannot guess all the answers from the students, however there are even restricted number of possibilities. For example, if students are asked to brainstorm some names of animals, then most of the students would think on many of the same animals. However, there will be always some that will be different.

According to Rodriguez (2010), semi controlled activities "move away from focus on form and accuracy to focus on meaning and communication". Moreover, he says that these teaching activities bring students to be involved in realistic tasks and realistic language use (i.e. this is what native speakers would do and say). Also, students are provided with opportunities where they can exchange personal information if possible. For instance: students are given with the half part of the dialogue and are asked to produce the other half using cues provided. Besides this, students are prompted to work with more independent

exercises like for example, assembling a story by putting the sequence of events in order. At the end, the teacher can ask open-ended questions using target structure for having them participating in less control manner. This in fact fosters students` proficiency significantly.

With semi-controlled activities, students have the chance to somewhat personalize the language, drawing on past studies, interests, and needs. Brown (2001) declares that semi controlled techniques are more practice by teacher in intermediate levels; here the teacher is no longer the only facilitator of language in the teaching learning process. Thus, the teacher should encourage students to have more participation. For example, he can ask questions to students and they can give their comments and contributions as well as negotiate meaning. More student-student interaction can take place in pairs, small groups and whole class activities. The speaking activities for reinforcing the English proficiency can vary widely, and have more complexity. And it is importance that the teacher talk can be sustained in a natural pace; so, students can understand much better and feel comfortable to express some ideas.

2.4 To what degree the free techniques help students to reach oral proficiency

Free activities are said to come last in the lesson. Cotter (2015) affirms that at this level of the teaching “the students have complete freedom in the language they produce”. So, the teacher cannot predict what will be said during the lesson activities before these initiate. At this point, students have the greatest opportunity to incorporate very personal language, test their oral capacity, and include previously vocabulary, language forms, and other points about the language that have already been learnt in earlier stages of the lesson or in previous less intensive English courses if that is the case of advance learners. This is a real and relevant practice that naturally leads to high rates of retention ant that ends in greater English proficiency level. He also mentions how much important is to leave free activities at the end of the lesson, due to students are not yet able to use the new target language that is being

incorporated with a slight amount of mistakes. Controlled and semi-controlled activities should provide enough practice to allow this type of activity to be conducted successfully. What is also deserved to mention is that by incorporating free activities in the flow of a lesson at the most suitable stage, students can adjust and work within their personal comfort levels. This improves student interest and confidence.

Brown (2001) stresses that when talking about communication, learner's answers have an open ended flow in which the teacher has less control and therefore students interact in a freer and spontaneous form. According to Doff (1991) communicative activities are intended to foster communication in the target language by setting up a context of real communication; that is, using language from real life to compare it with one that is used in the classroom. Likewise, he underscores that the idea is to create a "communicative need" because when students really have interaction. That means to say things others ignore or to get information from other people.

To sum up, Brown (2001) asserts that many techniques might be hard to classify due to the order they should be used and apply by teachers in the teaching-learning process in regards the language objective that they pursuit to reach; moreover, some teacher will prefer one category over the rest and others a combination of them. Nonetheless, he claims that the taxonomy can be considered like "an aid to raising the awareness of the variety of techniques, an indicator of how techniques differ from controlled to free and a resource to apply the different types of techniques for the classroom".

III. Methodology

3.1 Research design

The present study encloses the relationship between the teacher`s teaching techniques and the spoken English language proficiency reached by the students who have finished Advanced English II, at the Foreign Language Department, at the University of El Salvador, 2015. It was a quantitative research. The type of study used was correlational-causal because researchers found out to what degree two variables are related (English teaching techniques and English oral proficiency reached). A correlational study is appropriate when researchers are interested in determining the relationship between two variables as in the case of this research.

A non-experimental design was used in the study, because the variables could not be control, manipulate, or alter by the researchers; instead, they depend on interpretations and interactions to come to conclusions. It is important to highlight that non-experimental researchers tend to have a high level of external validity and can be generalized to a larger population Sampieri (2006).

3.2 Population and sample

The population of this study involved all the students who have already finished Advanced English II, at the Foreign Language Department, at the University of El Salvador, by semester II, 2015. However, only forty students were taken randomly as the sample of the study. The range of their ages was from 20 to 33 years, and their study schedule was in the morning and in the afternoon. The sample was purposive because the selected students have finished Advanced English II, by semester II, 2015.

3.3 Research instrument

Students were asked to complete a questionnaire developed by the researchers. The questionnaire consisted of four parts. The first one was the headline. This included the educational entity name, the school name, the objective of the study, the personal information of the subjects under the study such as age, gender, academic year. The second one enclosed the instructions for answering the questions of the study as well as the background knowledge about studying English in a private or public school and the last item was about the oral proficiency level they consider they had reached the advanced English II. The third one presented the three categories of teaching techniques that teachers are supposed to apply in their classes with certain frequency. These were the controlled 20 items, semi-controlled 8 item and free techniques 10 items. And the last one had just one open question. It was about what teaching techniques helped them in their proficiency and why. This instrument was previously piloted in order to see its validity and reliability; so appropriate changes were made to the instrument to avoid ambiguity and misinterpretation.

3.4 Data collection procedures

The data collected process began on October 21st and ended on November 5th, 2015. The subjects under study were chosen at random outside the Foreign Language building. The first week, the researchers just administered fifteen questionnaires. The second week, thirty five had been already completed, and finally the third week all the data had been collected. During the data collection process every student was given verbal and written information. Likewise, the researchers made them clear that all information relating to them was confidential and used exclusively for the purposes of this study.

3.5 Data analysis

This research followed a quantitative method to study the research questions. Consequently, for analyzing the data collected in the questionnaires researchers used frequencies, means, crosstabs, percentages but also descriptive statistics. All data collected in this study was analyzed using the SPSS software. The SPSS software is a Windows based program that can be used to perform data entry and analysis and to create tables and graphs. This program is capable of handling large amounts of data. Researchers decided to use it because was the most suitable to analyzed the data gathered and to get more accurate results.

3.6 Limitations

The limitations were the approachability to the subjects under the study. It was hard to get access to students for administering the questionnaires due their busy agenda at the university. Also, the subjects under study could not be examined with an oral proficiency test, so researchers just asked them to say how good they considered their proficiency level was. Besides this, for avoiding disruptions in classes, a class observation for seeing the use of techniques from part of the teachers was not possible. Finally, this study it is a long term study that needs more time to be dedicated.

IV. Data analysis and interpretation

The present study was focused in finding out “The relationship between the teacher’s teaching techniques and the spoken English language proficiency reached by the students who have finished Advanced English II, at the Foreign Language Department, at the University of El Salvador, 2015. The results were as follow:

The table 4.1 shows the relation that exists between the controlled techniques and the English Oral proficiency students have.

Table 4.1

Controlled techniques							
		controlled techniques used by the teachers					
		never	Seldom	often	Always	Total	
EOproficiency	Good	Recuento	10	68	99	59	236
		% dentro de p5	4,2%	28,8%	41,9%	25,0%	
		% del total	1,3%	8,6%	12,5%	7,4%	29,7%
	very good	Recuento	19	140	225	135	519
		% dentro de p5	3,7%	27,0%	43,4%	26,0%	
		% del total	2,4%	17,6%	28,3%	17,0%	65,3%
	excellent	Recuento	4	8	21	7	40
		% dentro de p5	10,0%	20,0%	52,5%	17,5%	
		% del total	,5%	1,0%	2,6%	,9%	5,0%
Total	Recuento	33	216	345	201	795	
	% del total	4,2%	27,2%	43,4%	25,3%	100,0%	

This table shows that 65 % of the subjects under study have a very good oral proficiency and the majority of the students (28, 3%) claimed that controlled techniques were used often by the English teachers. Thirty percent of students stated that they have a good English oral proficiency and the majority of them (12, 3%) said that the English teachers used controlled techniques often. And, just the 5% of the students have an excellent English spoken

proficiency level and the majority (3%) expressed that controlled techniques were used often by the English Teachers.

It can be concluded that not only, controlled techniques were used frequently by the English teacher but also, they have helped out the students to reach a very good English oral proficiency level.

The table 4.2 shows the relation that exists between the semi-controlled techniques and the English Oral proficiency students have.

Table 4.2

Semicontrolled Techniques							
		semi-controlled techniques used by the teachers					
		Never	Seldom	often	always	Total	
OEproficiency	Good	Recuento	1	25	39	30	95
		% dentro de p5	1,1%	26,3%	41,1%	31,6%	
		% del total	,3%	7,9%	12,3%	9,4%	29,9%
	very good	Recuento	15	55	88	49	207
		% dentro de p5	7,2%	26,6%	42,5%	23,7%	
		% del total	4,7%	17,3%	27,7%	15,4%	65,1%
	Excellent	Recuento	0	5	9	2	16
		% dentro de p5	,0%	31,3%	56,3%	12,5%	
		% del total	,0%	1,6%	2,8%	,6%	5,0%
Total	Recuento	16	85	136	81	318	
	% del total	5,0%	26,7%	42,8%	25,5%	100,0%	

As shown by the table 4.4, the 65 % of the students have a very good English spoken proficiency and the 28 % of them stated that the semi-controlled techniques were practiced often by the English teachers. Thirty percent of subjects under study have a good English oral proficiency and the 12 % of them assumed that the English teachers used semi controlled

techniques often. And, only the 5% of the students have an excellent English spoken proficiency and the majority of them (3%) said that semi controlled techniques were used often in the English classes.

There is a considerable tendency on the student`s part to recognize that semi-controlled techniques were put in practice in the English classes and have supported them to accomplish a very good English oral proficiency.

The table 4.1 shows the relation that exists between the free techniques and the English Oral proficiency students have.

Table 4.3

Free Techniques							
		Free techniques used by the teachers					
		never	Seldom	often	always	Total	
OEproficiency	Good	Recuento	5	39	50	26	120
		% dentro de p5	4,2%	32,5%	41,7%	21,7%	
		% del total	1,3%	9,8%	12,6%	6,5%	30,2%
	very good	Recuento	12	75	99	72	258
		% dentro de p5	4,7%	29,1%	38,4%	27,9%	
		% del total	3,0%	18,8%	24,9%	18,1%	64,8%
	excellent	Recuento	0	5	11	4	20
		% dentro de p5	,0%	25,0%	55,0%	20,0%	
		% del total	,0%	1,3%	2,8%	1,0%	5,0%
Total	Recuento	17	119	160	102	398	
	% del total	4,3%	29,9%	40,2%	25,6%	100,0%	

The table 4.5 shows that the 65% of the students have a very good English oral proficiency and the majority of them (25 %) expressed that the free controlled techniques were used often by the English teachers. Thirty percent of subjects admitted that they have a good English spoken proficiency and the 13% of them stated that their English teachers used

free techniques often. And, the 5 % have an excellent English oral proficiency and the 3% of them said that free techniques were used often by the English teachers.

As shown by the data there is a significant predisposition on student`s part to admit that free techniques were used often in the English classes and that those techniques helped them to achieved a very good English spoken proficiency.

Answering to the research questions that was about the relationship between the teaching techniques and the English oral proficiency, it can be said that the controlled techniques are a little bit more used from part of the teachers in classes in contrast with the semi controlled which are more used than the free techniques, however that does not mean that just one group helped to the students to be more oral proficient. The three types of teaching techniques play the same role in the oral proficiency students reached at the end because the variation from one to other is not relevant.

Regarding to the open question, this was about the teaching techniques that have helped students to improve the English oral proficiency. It was discovered that students had a high inclination to free techniques category. According to the students under study, this category is the most suitable to practice the language in a free and dynamic way because they are more exposed to authentic language and material, also books are not the center of the class; moreover, this category develops independency, and learning is meaningful because students can apply all their knowledge and mistake can be corrected not only by the teacher but also by the whole class. In other words, these techniques have helped them to improve their spoken English skill. To sum up, with free techniques students express their ideas easily, learn in a more efficient way and feel comfortable in the English classes.

V. Conclusions

Researchers concluded that the three types of teaching techniques (controlled, semi-controlled and free techniques) had a significant impact in students' English oral proficiency level reached after have already finished all the English courses given at the Department of Foreign Languages. The variation between them was no relevant at the end. Therefore, after an analysis of all the data gathered, researchers draw the following conclusions:

Some English teachers at the Foreign Language department have made a good used of controlled, semi controlled and free techniques because the majority of the students under study expressed to have a very good level of oral proficiency and they were exposed to those techniques frequently. In other words, the three types of English techniques were of great importance in the English classes for they have helped students to achieve an acceptable level of spoken English proficiency.

On the other hand, it is important to say that several students prefer free techniques. According to the study, they said that they allow them to use the language without pressure, what make them feel free to practice it with their classmates, friends and teacher. And, this fosters their confidence to speak in English not only inside but also outside the classroom. As a result, they have more opportunities to practice the language in a more authentic context as well as comfortable environment, and so to enrich their oral proficiency. So, it can be concluded that English oral proficiency is determined by the teaching techniques English teachers use, the frequency these are used and the practice of the target language.

VI. Recommendations

After the findings of this study, the researchers give the following recommendations to future researchers with the objective of making a more relevant study:

1. Future researchers should visit English courses classes to see how the teachers make use of the teaching techniques due to researches did not have enough time to do it.

2. It is suggested to administer an oral English proficiency exam to the subjects under study. Researches could not do it because it was hard just to approach the subjects for answering a questionnaire, now imagine taking an oral proficiency exam.

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APPENDICES

Appendix A

List of controlled techniques adapted from Crookes & Chaudron, 1991

1. Warm-up: Mimes, dance, songs, jokes, play. This activity has the purpose of getting the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the classroom lesson. It does not necessarily involve use of the target language.
2. Setting: Focusing in on lesson topic. Either verbal or nonverbal evocation of the context that is relevant to the lesson point; by way of questioning or miming or picture presentation, possibly tape recording of situations and people, teacher directs attention to the upcoming topic.
3. Organizational: Managerial structuring of lesson or class activities. Includes disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson, assigning homework or any other out of class task, etc.
4. Content explanation: Explanation of lesson content grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspects of language.
5. Role-play demonstration: Use of selected students or teacher to illustrate the 11 procedure(s) to be applied in the lesson segment to follow. Includes brief illustration of language or other content to be incorporated.
6. Dialogue/Narrative presentation: Reading or listening passage presented for passive reception. No implication of student production or other identification of specific target forms or functions (students may be asked to "understand").
7. Dialogue/Narrative recitation: Reciting a previously known or prepared text, either in unison or individually.

8. Reading aloud: Teacher or student reading directly from a given text.
9. Checking: Teacher either circulating or guiding the correction of students' work, providing feedback as an activity rather than within another activity. It can happen when students socialize work or after activities when it is necessary to check students answers to a given exercise. It also includes students' peer correction.
10. Question-answer, display: Activity involving prompting of student responses by means of display questions (i.e., teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response). Distinguished from referential questions by means of the likelihood of the questioner's knowing the response and the speaker's being aware of that fact. Students' questions to the teacher or their partners make part of this activity. Remember that the fact of using yes/no questions is not the only criterion; the main criterion is the fact that the questioner knows the answer. In class students usually don't know the answer for this reason their questions would fit into referential questions.
11. Drill: Typical language activity involving fixed patterns of teacher and student responding and prompting, usually with repetition, substitution, and other mechanical alterations. Typically with little meaning attached.
12. Translation: Student or teacher provision of L1 or L2 translations of given text.
13. Dictation: Student writing down orally presented text.
14. Copying: Student writing down text presented visually.
15. Identification: Student picking out and producing/labelling or otherwise identifying a specific target form, function, definition, meaning or other lesson-related item.
Reading comprehension exercises make part of this activity.

16. Recognition: Student identifying forms, etc., as in Identification, but without producing language as response (i.e., checking off items, drawing symbols, rearranging pictures).
17. Review: Teacher-led review of previous week/month/or other period as a formal summary and type of test of student recall performance.
18. Testing: Formal testing procedures to evaluate student progress.
19. Meaningful drill: Drill activity involving responses with meaningful choices, as in reference to different information. Distinguished from Information exchange by the regulated sequence and general form of responses.

List of semi controlled techniques adapted from Crookes &Chaudron, 1991

1. Brainstorming: A special form of preparation for the lesson, like Setting, which involves free, undirected contributions by the students and teacher on a given topic, to generate multiple associations without linking them; no explicit anal/sis or interpretation by the teacher.
2. Story-telling (especially when student-generated): Not necessarily lesson-based. Lengthy presentation of story or even by teacher or student (may overlap with Warm-up or Narrative recitation). May be used to maintain attention, motivation, or as lengthy practice.
3. Question-answer, referential: Activity involving prompting of responses by means of referential questions (i.e., the questioner does not know beforehand the response information). Distinguished from Question-answer, Display.

4. Cued narrative/Dialog: Student production of narrative or dialog following cues from miming, cue cards, pictures, or other stimuli related to narrative/dialog (e.g., metalanguage requesting functional acts).
5. Information transfer: Application from one mode (e.g., visual) to another (e.g., writing), which involves some transformation of the information (e.g., student fills out diagram while listening to description). Distinguished from Identification in that the student is expected to transform and reinterpret the language or information.
6. Information exchange: Task involving two-way communication as in information gap exercises, when one or both parties (or a larger group) must share information to achieve some goal. Distinguished from Question-answer. Referential in that sharing of information is critical for the resolution of task.
7. Wrap-up: Brief teacher or student produced summary or report at the end of a lesson or activity of point and/or items that have been practiced or learned.
8. Narration/exposition: Presentation of a story or explanation derived from prior stimuli (that is to say, a dialog or story that the student received before and is not the product of something the teacher is showing him/her like pictures or scenes for students to construct at the moment). Distinguished from Cued Narrative because of lack of immediate stimulus.
9. Preparation: Student study, silent reading, pair planning and rehearsing, preparing for later activity. Usually a student-directed or -oriented project.

List of free techniques adapted from Crookes &Chaudron, 1991

1. Role-play: Relatively free acting out of specified roles and functions. Distinguished from Cued Dialogues by the fact that cueing is provided only minimally at the beginning, and not during the activity.
2. Games: Various kinds of language game activity, if not like other previously defined activities (e.g., board and dice games making words).
3. Report: Report of student-prepared exposition on books, experiences, project work, without immediate stimulus, and elaborated on according to student interests. Akin to Composition in writing mode.
4. Problem solving: Activity involving specified problem and limitations of means to resolve it; requires cooperative action on part of participants in small or large group.
5. Drama: planned dramatic rendition of play, skit, story, etc.
6. Simulation: Activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences.
7. Interview: A student is directed to get information from another student or students.
8. Discussion: Debate or other form of grouped discussion (between teacher and students or students among them) of specified topic, with or without specified sides/positions prearranged. In these discussions the teacher can also play an important role
9. Composition: As in Report (verbal), written development of ideas, story or other exposition.

Appendix B

**University of El Salvador
School of Art and Science
Foreign Language Department**



Objective: To find out the relationship between the teacher`s teaching techniques and the spoken English language proficiency reached by the students who have finished Advanced English II at the Foreign Language Department at the University of El Salvador, 2015.

This questionnaire is related to the teaching techniques used in the classroom to reach an adequate spoken English proficiency level.

Gender: Female Male Age: _____ Academic year: _____

Instructions: Check the most appropriate response when answering the questions. Please, be as accurate as possible.

Have you already taken English courses before studying at the university?

Yes No

1. In general my English oral proficiency is:

Excellent Very good Good Could be better

The techniques that my English teachers generally used were:	Always	Often	Seldom	Never
Controlled Techniques				
1. Warm-up (mimes, dance, songs, jokes, play)				
2. Setting (Focusing in on lesson topic)				
3. Organizational (Managerial structuring of lesson or class activities)				
4. Content explanation: Explanation of lesson content grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspects of language.				
5. Role-play demonstration (Use of selected students or teacher to illustrate the procedure(s) to be applied in the lesson segment to follow)				
6. Dialogue/Narrative presentation (Reading or listening passage presented for passive reception)				
7. Dialogue/Narrative recitation (Reciting a previously known or prepared text, either in unison or individually)				
8. Reading aloud (Teacher or student reading directly from a given text)				
9. Checking (Teacher either circulating or guiding the correction of students' work, providing feedback as an activity rather than within				

another activity)				
The techniques that my English teachers generally used are:	Always	Often	Seldom	Never
10. Question-answer, display (i.e., teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response)				
11. Drill (Typical language activity involving fixed patterns of teacher and student responding and prompting, usually with repetition, substitution, and other mechanical alterations)				
12. Translation (Student or teacher provision of L1 or L2 translations of given text)				
13. Dictation (Student writing down orally presented text)				
14. Copying (Student writing down text presented visually)				
15. Identification (Student picking out and producing/labelling or otherwise identifying a specific target form, function, definition, meaning or other lesson-related item)				
16. Recognition: Student identifying forms, etc., as in Identification, but without producing language as response (i.e., checking off items, drawing symbols, rearranging pictures)				
17. Review (Teacher-led review of previous week/month/or other period as a formal summary and type of test of student recall performance)				
18. Testing (Formal testing procedures to evaluate student progress)				
19. Meaningful drill (Drill activity involving responses with meaningful choices, as in reference to different information)				
20. Brainstorming (A special form of preparation for the lesson, like Setting, which involves free, undirected contributions by the students and teacher on a given topic)				
Semi controlled Techniques				
21. Story-telling (Not necessarily lesson-based. Lengthy presentation of story or even by teacher or student)				
22. Question-answer, referential (Activity involving prompting of responses by means of referential questions (i.e., the questioner does not know beforehand the response information).				

23. Cued narrative/Dialog: Student production of narrative or dialog following cues from miming, cue cards, pictures, or other stimuli related to narrative/dialog (e.g. metalanguage requesting functional acts)				
24. Information transfer (Application from one mode (e.g., visual) to another (e.g., writing), which involves some transformation of the information (e.g., student fills out diagram while listening to description)				
The techniques that my English teachers generally used are:	Always	Often	Seldom	Never
25. Information exchange (Task involving two-way communication as in information gap exercises, when one or both parties (or a larger group) must share information to achieve some goal)				
26. Wrap-up (Brief teacher or student produced summary or report at the end of a lesson or activity of point and/or items that have been practiced or learned)				
27. Narration/exposition (Presentation of a story or explanation derived from prior stimuli (that is to say, a dialog or story that the student received before and is not the product of something the teacher is showing him/her like pictures or scenes for students to construct at the moment))				
28. Preparation (Student study, silent reading, pair planning and rehearsing, preparing for later activity)				
Free Techniques				
29. Role-play (Free acting out in a given scenario)				
30. Games (Puzzles, memory, mimics, etc.)				
31. Report (Report of student-prepared exposition on books, experiences, project work.)				
32. Problem solving (Activity involving specified problem and limitations of means to resolve it; requires cooperative action on part of participants in small or large group)				
33. Drama (Planned dramatic interpretation of play, skit, story, etc)				
34. Simulation (Imitation of real-life actions and experiences)				
35. Interview (Getting information from another student or students)				
36. Discussion (Debate or other form of grouped discussion of specified topic)				
37. Composition (A written development of ideas, story or other exposition)				
38. A propos (Conversation or social speech about real-life topics)				

Which of the three teaching techniques, you consider helped you to improve your English?
 _____ Why? _____

Thank you so much for taking the time to complete the questionnaire!

Appendix C

TIMETABLE

Month/ 2015	March				April				May				June				July				August				September				October				November				December							
Activity/Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Meetings with the advisor																																												
Chapter 1, introduction																																												
Chapter 2, theoretical framework																																												
Research project profile																																												
Research project profile defense																																												
Instrument design and application																																												
Chapter 4 Results or findings																																												
Chapter 5 Discussion																																												

Month/ 2016	February				March				April				May				June			
Activity/Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Meetings with the advisor for making corrections																				
Research project report approval																				