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PALABRAS CLAVES EN ESPAÑOL E INGLÉS:

Español	**Inglés**
1. habilidad oral	speaking skill
2. Factores del habla	speaking factors
3. Factores negativos Inglés	English Negative factors
4. desarrollo oral	oral development
5. Lengua Inglesa	English language

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

Este Proyecto de Investigación se realizó con el fin de identificar y analizar los factores que afectan el desarrollo de la habilidad oral en los estudiantes, partiendo del análisis de los resultados arrojados por el examen de Inglés Ileusco Test, aplicado en los periodos 2013-2 y 2014-1 en los cuales se pudo evidenciar deficiencia en el puntaje alcanzado por los estudiantes en términos de la habilidad oral. Dicho análisis fu llevado a cabo a través de la utilización del método cualitativo y descriptivo. Igualmente se utilizaron encuestas, entrevistas y observaciones como instrumentos de investigación. En el capítulo de

resultados, se pudo concluir que factores como el miedo a hablar en público, falta de confianza, timidez, ansiedad, falta de vocabulario adecuado y el tiempo dedicado al desarrollo de la habilidad oral, fueron los principales obstáculos en cuanto al desarrollo de la habilidad oral. Como resultado se destacó que los profesores y la mayoría de los estudiantes concordaron en que el tiempo dedicado al desarrollo y práctica de la producción oral no es suficiente. Así mismo, aunque los profesores y la mayoría de los estudiantes concordaron en que se ha presentado un mejoramiento de la habilidad oral, existen múltiples falencias que afectan el desarrollo de la habilidad oral (timidez, ansiedad, falta de vocabulario, entre otras) como se mencionó anteriormente.

ABSTRACT: (Máximo 250 palabras)

This research project aimed to analyze and identify the factors that affect the development of the English speaking skill in students based on the Ileusco Test conducted by the program in 2013-2 and 2014-1 where the students could not reach

the expected level C1 in terms of the oral skill. Such analysis was carried out using qualitative and descriptive method designs as well as interviews, surveys and class observations as research instruments. As results, it was concluded that fear of talking in front of others, self- confidence, shyness, anxiety and lack of vocabulary, the time dedicated to the oral skill were the main factors hindering the development of the speaking skill according to the observations, surveys and interviews. As results, it was highlighted that the teachers and most of the students agreed that the time given to the development of the oral skill was not enough. In spite of the fact that the students and the teachers remarked an improvement of the oral competence, there are multiple shortcomings affecting the speaking production (shyness, anxiety, fear of talking in front of others, self-confidence, lack of vocabulary, and the time given) as mentioned above.

APROBACION DE LA TESIS

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Factors that Affect the Development of the Speaking Skill in Students from the fifth to the

eighth semester of the English as a Foreign Language Teacher Education Program

Natalia Cardozo Duran

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Universidad Surcolombiana

FACTORS AFFECTING THE ORAL SKILL

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Introduction

It is believed that one speaks a language once this person succeeds communicating orally. As Bertram (2002) cited in Singh &Yunus (2013) remarks, Speaking is perceived as the basis of literacy and communication and is considered the most important language skill Urr (1999) cited by Singh &Yunus (2013). It is then important to note that through the speaking competence, people express their thoughts, needs, wants and ideas using appropriate syntactic, pragmatic, semantic and phonological language structures. Due to the complexity of this, Some students may find it difficult to say or express what they think while others are more likely to do it fearlessly.

In the Colombian context of learning English as a Foreign Language (EFL), higher education instructors regularly question themselves why the majority of undergraduate students are unable to speak English confidently and why they do not reach the level required by El Ministerio de Educación Nacional when completing their studies.

It is worth then to analyze how learners of English as a foreign language develop the speaking skill by emphasizing on the challenges learners face. To this regard, One of the main reasons to take into consideration might be the lack of confidence in terms of anxiety about making errors as stated by Trent (2009) and limited opportunities to speak English inside and outside the classroom (Zhang, 2009). Despite the fact students from the eight semester of the English as a Foreign Language teacher education program have been studying English for four years at the university, the great majority of them still do not reach the level C1 in terms of speaking in the last semester (Eight). This situation unveils a

key problem in the development of the speaking competence as students are not fully developing their oral skills despite being taught in alignment with the principles of the communicative approach.

Based on the above, this study aims to perform an analysis of the development of the speaking skill in students from the fifth to the eighth semesters of the English as Foreign Language Teacher Education Program at Universidad Surcolombiana.

To begin with, this research project presents the reasons why it was worth analyzing such problematic and a detailed description of the problem. It also makes reference to key literature that supports the research study, and how it was developed. Finally, the researchers present the results and an analysis of the data gathered together with a set of conclusions and recommendations.

Rationale

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to be able to use the language as correctly as possible and with a purpose. (Best of Bilash, 2011)

Having said the above, the present research study is conducted bearing in mind the relevance of the speaking skill in any language, as it is the master piece for oral communication. Unfortunately it is also one of the main obstacles people usually find when it comes to producing speech successfully.

The national government has stated that all English as a foreign language teacher education programs in Colombia should graduate students with level C1 according to the Common European Framework of Reference. In order to comply with this national guideline, the English as a Foreign Language Teacher Education Program at Universidad Surcolombiana has established in the official document of the program, PEP, that students should achieve an advanced command of the English language. One of the strategies developed by the Program is the implementation of the ILEUSCO test in the fourth and the eight semesters. This has enabled the academic committee to track the students' progress in all four language skills and keep high standards in the process of teaching and learning the English language.

In the tests applied in November 2013 and May 2014, students from the eight semester did not reach the level C1 required. These results show that students are experiencing some obstacles in terms of speaking production and that a systematic research

study was worth conducting. Thus, this study intends to identify the main factors hindering

the oral production of the students from the fifth to the eighth semester of the English as a

Foreign Language Teacher education Program at Universidad Surcolombiana. In the next

chapter, the description of the problem and the main research questions will be presented.

Description and Research Question

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, K. 2002). Unfortunately, Speaking production problems have been evidenced in some students of the English as Foreign Language Teacher Education Program based on the data collected from the Ileusco test conducted by the program on November 2013-2, May 2014-1. The ILEUSCO test measures the level of competence in the four language skills having as a reference the Common European Framework (A1, A2, B1, B2 and C1). In terms of the speaking skill, from a total of 83 students who took the ILEUSCO test in 2013-2, 2014-1, twenty two students were in level B1, forty five students were in level B2 and only sixteen of them were in level C1.

According to Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés established by el Ministerio de Educación de Colombia, English as a foreign language students must finish their degree with a Pre-Advanced (level C1) level of competence.

Niveles según el Marco Común Europeo	Nombre común del nivel en Colombia	Nivel educativo en el que se espera desarrollar cada nivel de lengua	Metas para el sector educativo a 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	•Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	•Nivel mínimo para docentes de inglés. •Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		•Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

In order to meet the requirements of the national government, the English as a Foreign Language Teacher Education Program establishes that students in the eight semester are expected to be in level C1. As students are not reaching the expected oral level at the end of the program, there might be factors hindering their performance. That is the reason why this research question should be answered: what are the factors that affect the development of the speaking skill in students from the fifth to the eight semester of the English as Foreign Language Teacher Education Program?

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Objectives

Main objective:

To identify the factors hindering the development of the speaking skill in students from the fifth to the eight semester of the English as Foreign Language Teacher Education Program.

Specific objectives:

1. To identify the oral activities developed in class by the teacher.

2. To analyze students´ attitude towards the development of the oral competence.

3. To identify if there is any relationship between the oral activities developed in class and the oral part of the ILEUSCO exam.

Literature Review

The oral expression ability is one of the most important aspects in the acquisition of a foreign language, since a person is able to express thoughts, ideas and knowledge. According to Bailey and Savage (1994), speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least on other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speaker (s), thinking about one´s own contribution, producing that contribution, monitoring its effect, and so on. (Celce, 2001)

In order to understand better the implications of the oral ability in the process of learning a foreign language, it is important to provide clear definitions of terms such as speaking, interaction, fluency, pronunciation, treating errors, teacher role, communicative approach and communicative competence.

Speaking

Speaking, among the four major skills, seems mostly favored as every English language learner aspires to be effective in communication with others in oral mode. The importance of teaching speaking skill is that language is acquired through speaking and listening before one learns reading and writing.(Moradi and Talebi, 2014, p. 1).

Speaking is defined as a social and multisensory speech event, whose topic is unpredictable. Speaking is social, in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal skills (Thornbury and Slade, 2006, p.17).

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As it has been mentioned in the previous sections, speaking is considered as one of the most difficult skill due to the fact that there are several factors affecting the oral performance such as lack of vocabulary, shyness, anxiety among others.

According to Shumin (2002), Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Shumin (2002) states:

> In practice, it is too often assumed that spoken-language skills can be developed simply by assigning students general topics to discuss or by getting them to talk on certain subjects. Evidently, not enough attention is given to the factors that inhibit or facilitate the production of spoken language. Therefore, in order to provide guidance in developing competent speakers of English, instructors of EFL should keep these questions in mind: what affects adult EFL learners´oral communication? What are the components underlying speaking effectiveness? And how can adult EFL learner´s speaking abilities be improved? (p. 205)

Within the speaking section there are several aspects worth bearing in mind to analyze the oral skill development: interaction, fluency, pronunciation, treating error, activities and teachers role in the oral skill development.

Interaction

Interaction is without any doubt a fundamental component of a communicative classroom, as it provides self-confidence and the possibility to share ideas, beliefs and the like, while improving the oral English skill. Interaction enables students to talk freely and comfortably among them. The interaction between teachers and students is very productive, since teachers approach students spontaneously and it becomes a communicative atmosphere thereby promoting the oral skill development.

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Interaction in work in small groups, provides a basis for language acquisition. It also gives students practice in communicated and negotiating meanings in establishing positive rapport, in maintaining a conversation with appropriate turntaking conventions and, at the same time, allows them to establish how well they can understand and make themselves understood. (Hedge, 2000)

Fluency

The term "fluency" relates to language production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation. (Hedge, 2002)

On the other hand, Hedge (1993) cited by Celce(2001) proposes a more holistic sense of fluency, that of "natural language use", which is likely to take place when speaking activates focus on meaning and its negotiation, when speaking strategies are used, and when overt corrections is minimized.

Pronunciation

Pronunciation is viewed as another important aspect in speaking production, as Seidlhofer (1995 cited by Celce, 2001) states, "pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts."

In "teaching pronunciation", the goal of instruction is threefold: to enable learners to understand and be understood, to build their confidence in entering communicative situations, and to enable them to monitor their speech based on input from the environment.

Intonation, rhythm and word stress are vital pieces when teaching pronunciation and the oral skill development. (Goodwin cited by Celce, 2001).

Treating Errors

In many foreign language situations, where there is little exposure to English or practice available in the community, error correction is an expected role for the teacher. (Hedge, 2002). However, errors are not always rightly corrected making students feel insecure of themselves and therefore their English speaking development is affected and frustrated.

> Trainee teachers are usually advised to be sensitive to how insistent they are in correcting an individual publically in class as embarrassment or anxiety can be eliminate any productive outcome. There is always a need to balance negative feedback on errors with positive feedback in the student´s attempts to produce the language, and this means consideration of affective factors and knowing "when to push and when to stop". Another strategy which reduces tension is to correct another student´s errors and return to the original error-maker later in the process. (Hedge, 2002)

Teacher Role

The teacher plays a significant role when it comes to having students develop and improve the oral skill. Teachers are elemental pieces to guide students and make them achieve great outcomes.

The roles of teachers and learners are, in many ways, complementary. Given the learners a different role (such as greater initiative in the class room) requires the teacher to

adopt a different role. (Nunan, 1989). According to Breen and Candlin (1980 cited by Nunan, 1989), the teacher has three main goals in the communicative classroom. The first is to act as facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner.

Communicative Approach

The main purpose of the language is to communicate and this is possible when people interact and understand each other. The previous statement summarizes the Communicative Approach concern.

The focus of the Communicative Approach was scenically psychological, based upon the idea, derived from first language acquisition studies, that attention to meaning would somehow trigger the natural cognitive development of the language system. (Cook, 2003).

The essence of communicative approach is a shift of attention from the language system as end in itself to the successful use of that system in context; that is to say from an emphasis on form to an emphasis on communication. (Cook, 2003).

Communicative competence

Firstly, communicative competence was not only defined as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations (Hymes, 1972)

According to Canale and Swain (1980) and Canale (1983), communicative competence is seen as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to

the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. Canale and Swain (1980) and Canale (1983) stated that there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfill communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles.

Bachman (1994, 84), also states that communicative competence, comprises two basic features – firstly, knowledge, competence in the language, and, secondly, the capacity for implementing or using the competence. Bachman divides sociolinguistic competence, which is defined by Canale and Swain (1980) and Canale (1983) as knowing and understanding how to speak given the circumstances you are in, into two categories: organizational and pragmatic competence.

According to Crystal (1997) cited by Kasper (1997), the pragmatic competence is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication. Furthermore, Hedge (2000) argues that pragmatic competence is generally considered to involve two kinds of ability. In part it means knowing how to use language in order to achieve certain communicative goals or intentions.

Organizational competence, further splitting into grammatical and textual competence, presents those abilities involved in controlling the formal structure of language for producing or recognizing grammatically correct sentences, comprehending their propositional content, and ordering them to form texts. (Bachman, 1994, 87)

Grammatical competence includes the knowledge of vocabulary, morphology, syntax, and phonology and graphology all of which govern, according to Bachman, the choice of words to express specific significations, their forms, arrangements in utterance, to express propositions, and their physical realization. Textual competence, on the other hand, Bachman (1994, 87) includes the knowledge of the conventions for joining utterances together to form a text structured according to rules of cohesion and rhetorical organization. Another competence is the strategic competence, this was defined by Canale and Swain (1980: 30) cited by Dörnyei & Thurrell (1991) as 'verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence'. In other words, strategic competence refers to the ability to get one's meaning across successfully to communicative partners, especially when problems arise in the communication process. Finally, it is the sociolinguistic competence which is an integral part of communicative competence, and, thus, undoubtedly a competence to be strived for by language learners (cf. Bachman, 1990; Bachman & Palmer, 1996; Canale, 1983; Canale & Swain, 1980) cited by Barron A. (2006).

In order to achieve a communicative goal through speaking it is important to know enough the second language in order to understand and decode what others are saying. Bygate (1987, 3) claims that there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge; a speaker of the language should be able to make use of this knowledge in different situations.

Activities

Activities are a meaningful way of promoting the oral skill development. These are some of the most common activities: discussions, speeches, role plays and conversations.

Discussions

Discussions are probably the most commonly used activity in the oral skills class. Typically, the students are introduced to topic via reading, a listening passage, or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like. (Lazaraton, cited by Celce, 2001).

Christopher, and Lam (1997 cited by Celce, 2001) believe that students will be more involved with and motivated to participate in discussions if they are allowed to select discussions topics and evaluate their peers´ performance; this idea is in line with the principle of students taking responsibility for their own learning.

Speeches

Another common activity in the oral skill class is the prepared speech. Lazaraton (cited by Celce, 2001) says:

Topics for speeches will vary depending on the level of the student and the focus of the class, but in any case, students should be given some leeway in determining the content of their talk. In other words, the teacher can provide the structure for the speech-its rhetorical genre (narration, description, etc) and its time restrictions-while the students select the content. Speeches can be frightened for the speaker and, after a while, boring for the listeners, so it is a good idea to assign the listeners some responsibility during the speeches.

Role plays

A third major speaking activity type is the role play, which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like. (Lazaraton, cited by Celce, 2001).

As Lazaraton (cited by Celce, 2001) says, depending on student level, role plays can be performed from prepared scripts, created from a set of prompts and expressions, on written using and consolidating knowledge gained from structure or discussion of the speech act and its variations prior to the role plays themselves.

Conversations

Conversations are one of the most used activities to practice and evaluate the oral ability. (Lazaraton, cited by Celce, 2001) says:

> One of the more recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In order words, it is not adequate to have students produce lots of language; they must become more metalinguistically aware of the many features of language in order to become competence speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversations, the most fundamental form of oral communication.

Oral conversations can be beneficial for EFL students but sometimes, they do not feel comfortable in informal conversation practice because of unplanned nature of the activity. However, conversational activities help students to increase their English level, improve their vocabulary and feel security when talking.

All the theory above mentioned will help the researchers understand the topic, contrast the theory with the findings and make an analysis of the oral production problem.

Related Studies

In a research article by Khan and Ali (2010), two specific questions were addressed for conducting the study. First, were the students comfortable enough with the speaking opportunities in the classroom? Second, what was the students' main concern about their oral expression? The sample consisted of 20 male students and 20 female students from 4 Government colleges in district Charsadda (N.W.F.P, Pakistan) studying at the first year and second year level in college. Data were collected through a questionnaire including fifteen questions. The results in this study supported the hypothesis that a significant percentage of learners are not satisfied with the speaking opportunities in the English class. Even when they understand that the oral skills are important for communicating, they agreed there was not enough time given to various exercises and opportunities for the improvement of the speaking ability. Students also complained of scolding by their teachers for not speaking correctly. Another perspective was proffered by Nazara's (2010) research study, the perspective of students from the "English as a Foreign Language (EFL) Teacher Education Program" at FKIPUKI Jakarta (Indonesia), the objective established by the investigators was to define the future teachers' main concerns about mastering English speaking; to accomplish that objective it was administered a "16 item questionnaire" to gather qualitative input to explain and extend quantitative results; the findings revealed that all respondents viewed speaking very important and they were willing to deal with the necessities to master it. Although they got interesting materials, meaningful activities, and proper opportunity to practice speaking, they insisted to have longer time to practice.

Despite the above, Atli's (2013) research study stated: students also react positively to good attempts to help them to develop their speaking, such as pronunciation instruction; to validate that statement the researchers offered to twenty (20) Turkish learners of English, a short pronunciation course; it is worth saying that their attitude towards speaking was tested in a previous questionnaire and after the course they were tested again with the same tool and the results were completely different, they showed a favorable change.

The outcomes of the studies previously analyzed indicated that students' perception plays a significant role in every language teaching and learning process. In the context of speaking classes, the way teachers/lecturers work with the students, how they motivate speech activities, and relate them to their personal interests and needs, are vital aspects for the oral performance.

Hypothesis

Learning a second language is not an easy task for many people, as there are some factors which affect the process, making it slow and tedious. These may include motivation, social factors, cultural factors, etc. which can lead to negative results such as frustration and failure in their courses. Hence it is necessary to seek what the most relevant factors are. In this way, it is important to make a detailed analysis of such obstacles. First, the role of students needs to be analyzed in this process, including: style and strategies of learning, affective and motivational factors, anxiety, shyness, among others.

Among the possible factors affecting the oral communication could be students´ dissatisfaction with the English course when it comes to developing the oral ability. Other reasons why students are not communicating successfully could be insufficient time to practice the oral ability in Universidad Surcolombiana, shyness, lack of motivation and the topics used to evaluate and to promote speaking as they could be monotonous and not interesting.

Research Methodology

Introduction

The objective of this section is to present the research design, the research methods to be employed, the precise number of participants and the data analysis procedures.

Research Design

In order to identify and analyze the factors that affect the development of the speaking skill in students from the fifth to the eighth semester of the English as a Foreign Language Teacher Education Program at Universidad Surcolombiana, qualitative and descriptive method designs were used.

According to Creswell (2009), Qualitative research is a form of interpretive inquiry in which researchers make an interpretation of what they see, hear and understand. Their interpretations cannot be separated from their own backgrounds, history, contexts, and prior understandings.

Therefore, the qualitative and descriptive methods are the most suitable techniques to carry out this inquiry, given the fact that the main purpose is to identify and understand participant's perceptions. Similarly, the results will be carefully analyzed in order to extract meaningful information that would be useful to contribute to future research projects.

Research Methods

Surveys

Surveys are a reliable data collection method due to the fact that is a quick and efficient way of getting information, especially when a large number of people is required. Moreover, surveys are easy to list or tabulate the information. According to Cohen and

Manion (1985) cited by Nunan (1992), surveys are the most commonly descriptive method used in educational research, and may vary in scope from large-scale governmental investigations through to small-scale studies carried out by a single researcher. The purpose of a survey is generally to obtain a snapshot of conditions, attitudes and/or events at a single point in time. The survey applied in this study was composed of twenty two questions divided into four sections: oral activities, teachers´ role, students´ attitude and relation of the oral activities with the ILEUSCO exam.

Interviews

An *"In-depth interview"* was used. Tuckman (1972) states: "interviews, by providing access to what is 'inside a person's head', [it] makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs)"*,* which is exactly the intended purpose. One of the three in-depth basic approaches suggested by Patton (1987) to conduct *qualitative interviewing*, represents two significant benefits for gathering information: reliability and flexibility. The interview was applied to all the sample teachers to contrast their perceptions with the students. It was composed of seven questions and it was applied in Spanish, both the interviewers and interviewee's first language, due to the fact that the researchers were interested in obtaining as much information as possible from the interviewed teachers.

Observation

According to Baker (2006), the value of *observation* is that it permits researchers to study people in their native environment in order to understand "things" from their perspective. Observation requires the researcher to spend considerable time in the field with

the possibility of adopting various roles in order to gain a more comprehensive understanding of the people being studied. There are two types of observation, *participant observation* and *non-participant observation. Non-participant observation* was used as a data collection method in the present research study.

Non-participant observation is when you, as a researcher, do not get involved in the activities of the group but remains a passive observer, watching and listening to its activities and drawing conclusions from this (Kumar, 2005). Hence, based on the characteristics of the present study, a non – participant observation was performed in all courses. In order to collect the data required an observation format composed of four sections (oral activity, teachers´ role, students perception and the relation of the activities with the ILEUSCO exam) was used by the researchers.

Additionally, the results of the ILEUSCO exam conducted in 2013-2 and 2014-1 were analyzed in order to know the amount of students who achieved the level C1.

Participants

This study required the participation of all the English teachers and 78 students from the fifth to the eight semester of The English as a Foreign Language Teacher Education Program at Universidad Surcolombiana.

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Results

Survey Results

In this section the survey results will be presented. The survey was applied to seventy eight students from the fifth to the eight semester of the English as a foreign language teacher education program. The main objectives were: 1) To identify and analyze the oral activities developed in the English class. 2) To analyze the teacher´s role in the development of students´ speaking skill. 3) To analyze the students' attitude towards the development of the oral competence. 4) To identify if there is any relationship between the oral activities developed in class and the oral part of the ILEUSCO exam.

Chart 1. Question number 1.
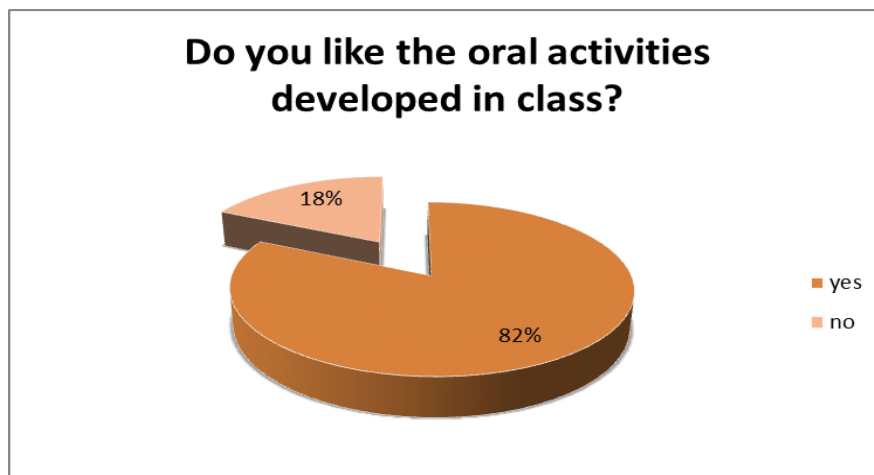
According to students´ responses, eighteen percent out of seventy eight students from the program did not like the oral activities developed in class, whereas eighty two percent liked the oral activities.

Chart 2. Question number 2.
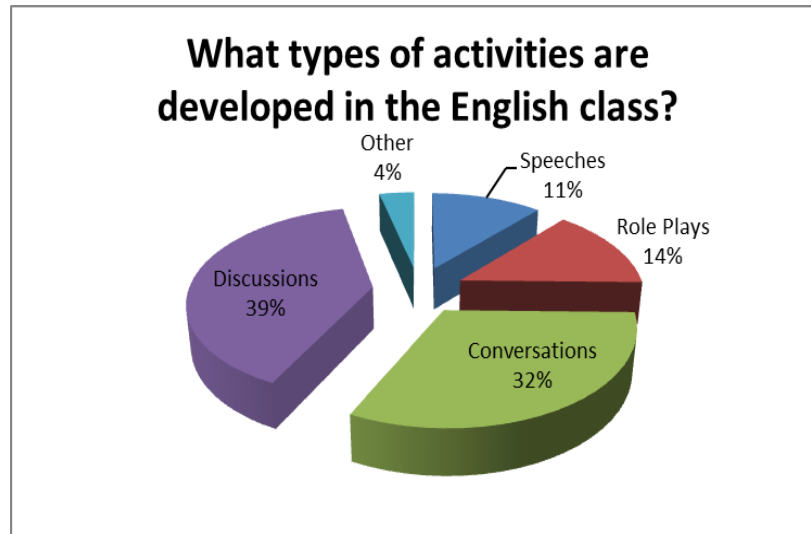
Thirty nine percent of the students agreed that discussions are the main activity developed in class. Thirty two percent conversations, fourteen percent role plays, eleven percent speeches, on the other hand four percent of the students mentioned that debates and presentations are also activities developed in class.

Chart 3. Question number 3.
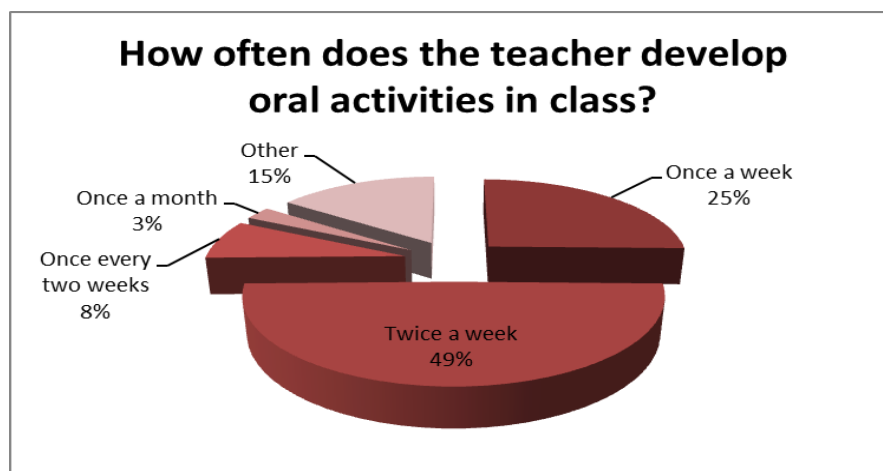
FACTORS AFFECTING THE ORAL SKILL

Forty nine percent agreed that the teacher developed oral activities in class, twenty five percent said once a week, eight percent say once every two weeks, three percent stated once a month, on the other hand fifteen percent of students stated that teacher developed the oral activities every day.

Chart 4. Question number 4.
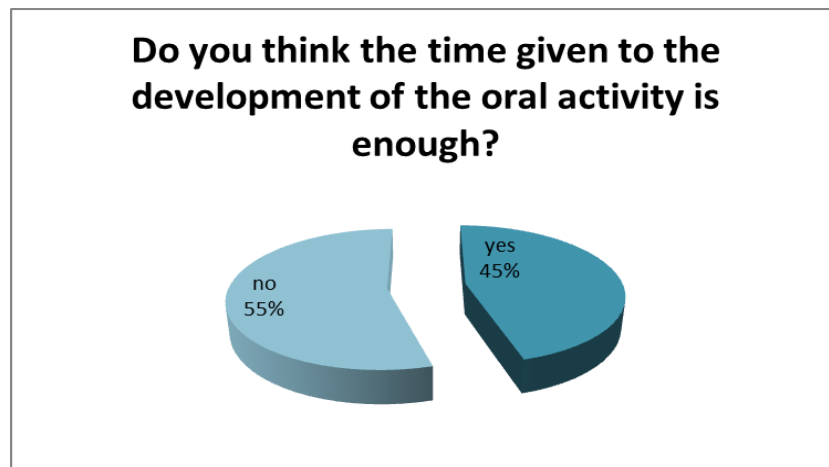
According to students´ perception, fifty five percent of students stated that the time given to the development of the oral activity was not enough, however forty five percent said it is enough.

Chart 5. Question number 5.
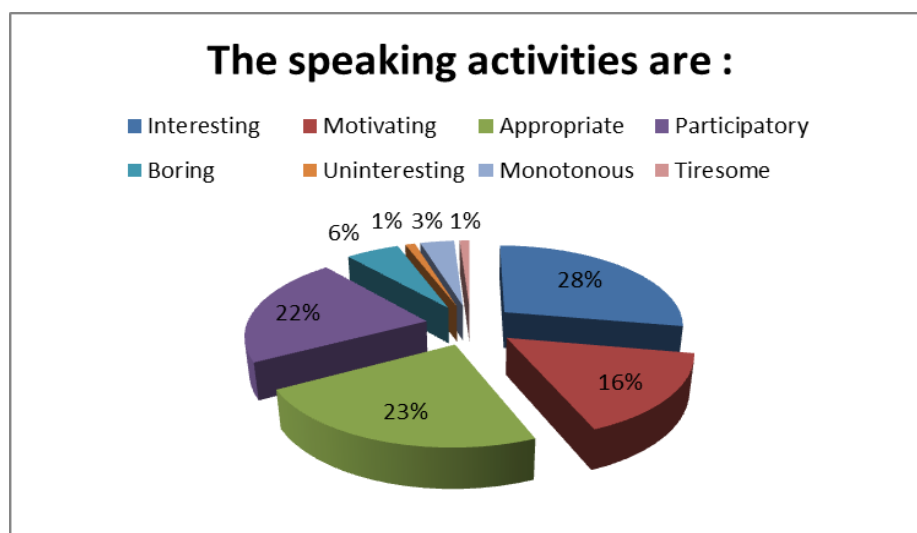
FACTORS AFFECTING THE ORAL SKILL

In this question the students were allowed to choose more than one option. Twenty eight percent of students claimed that oral activities were interesting, twenty three percent of students said that the activities were appropriate, twenty two percent said the activities were participatory, sixteen percent said the activities were motivating. Additionally, six percent of the students claimed the activities were boring, three percent said monotonous, one percent said uninteresting and tiresome.

Chart 6. Question number 6.
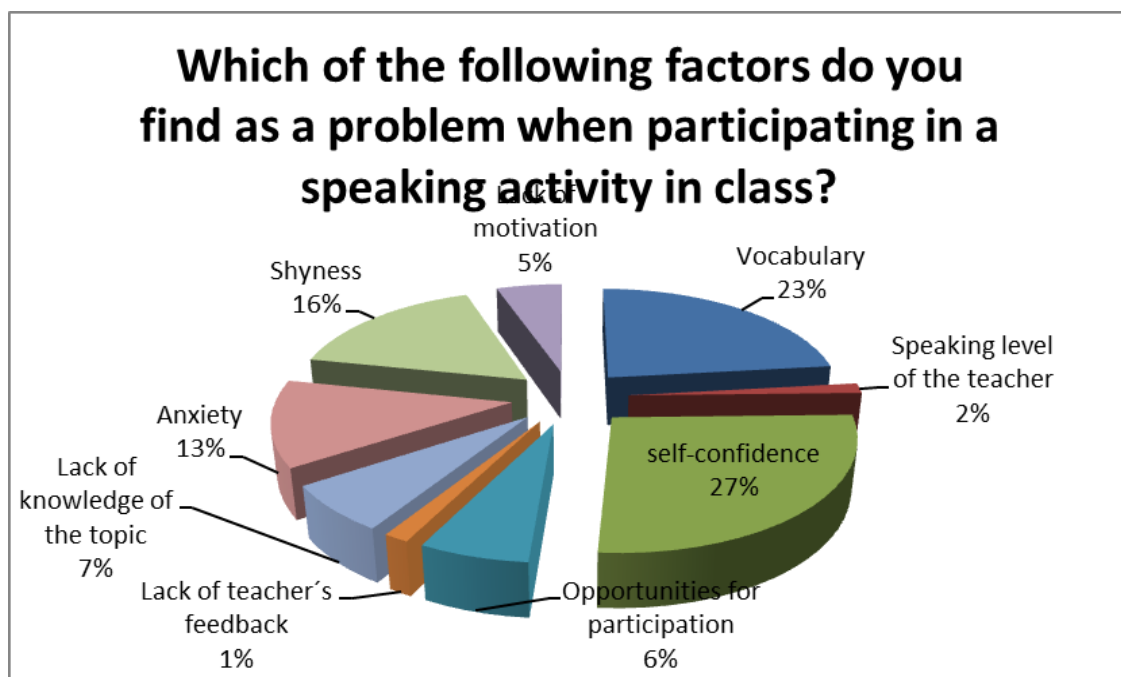
In this question the students could choose more than one option. Twenty seven percent of students agreed that self- confidence was a problem when it comes to participating in a speaking activity. Twenty three percent said that vocabulary was a problem, sixteen percent said shyness, thirteen percent said anxiety, seven percent said lack of knowledge of the topic, six percent said opportunity for participation, five percent said

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motivation, two percent said speaking level of the teacher and one percent said lack of

teachers´ feedback.

Chart 7. Question number 7.
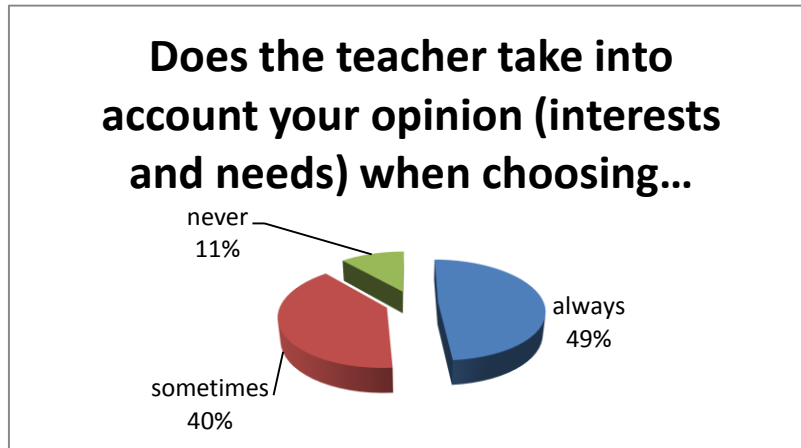
Forty nine percent of the students agreed that the teacher always took into account

their interests and needs when choosing the topics for the oral activities, on the other hand,

forty students said sometimes and eleven percent said the teacher never took into account

their interests and needs.

Chart 8. Question number 8.
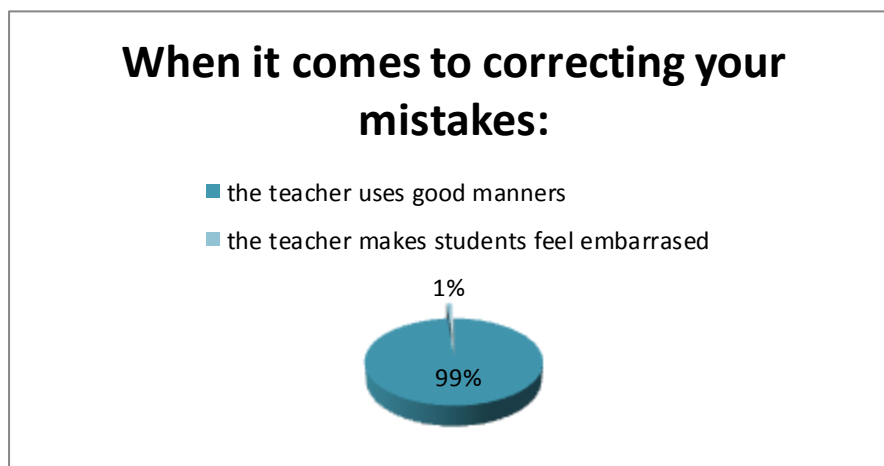
FACTORS AFFECTING THE ORAL SKILL

Ninety nine percent of the students claim that the teacher uses good manners to correct mistakes and one percent say the teacher makes students feel embarrassed.

Chart 9. Question number 9.
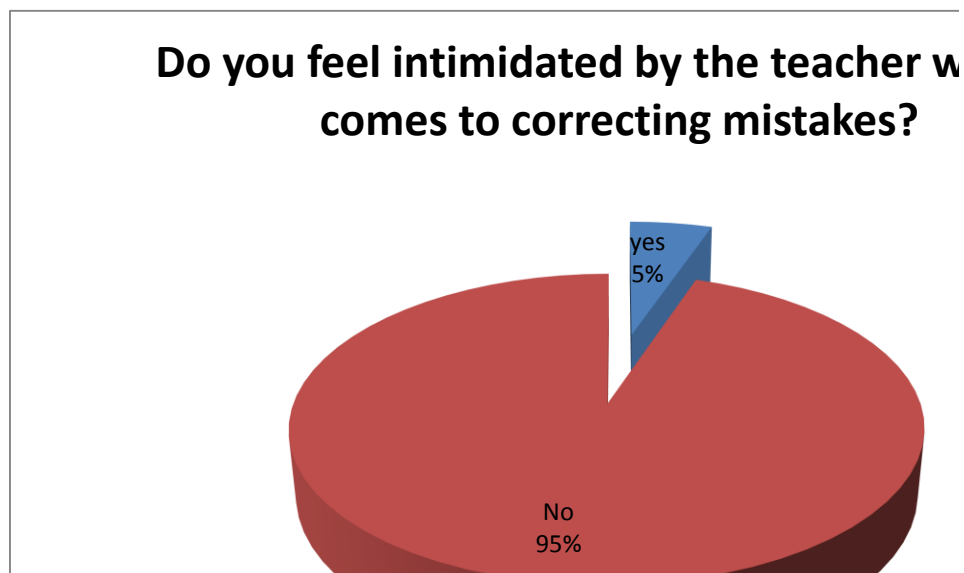
Ninety five percent of the students said they did not feel intimidated by the teacher when correcting mistakes, while five percent said they felt intimidated.

Chart 10. Question number 10.
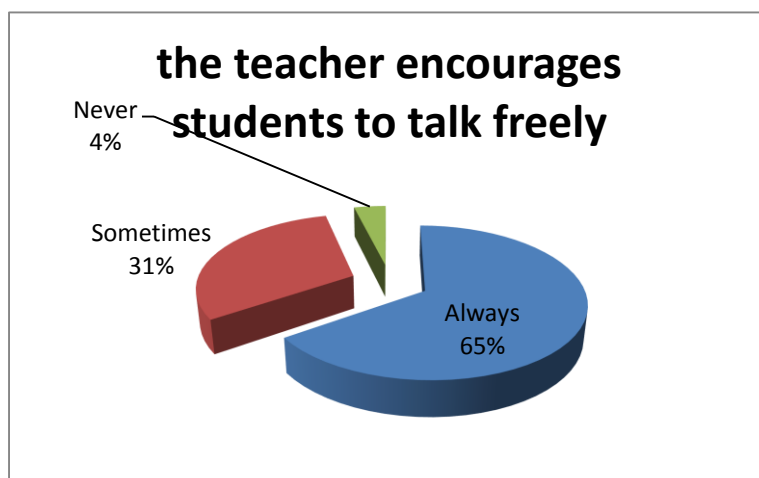
FACTORS AFFECTING THE ORAL SKILL

Sixty five percent of the students stated that the teacher always encouraged them to talk freely. Thirty one percent said sometimes and four percent said never.

Chart 11. Question number 11.
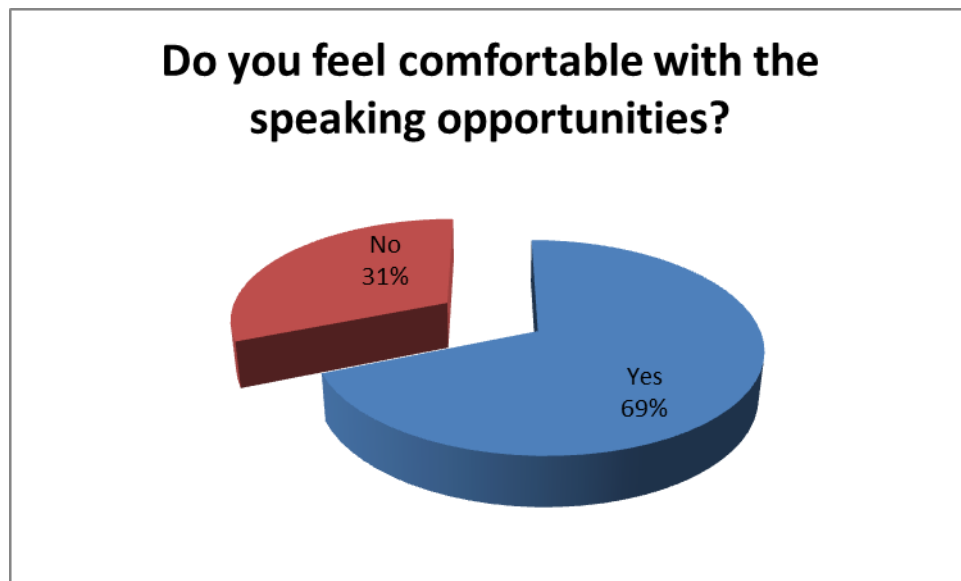
Sixty nine students agreed that they felt comfortable with the speaking opportunities, however, thirty one percent of the students say they did not feel comfortable with the speaking opportunities.

Chart 12. Question number 12.

FACTORS AFFECTING THE ORAL SKILL
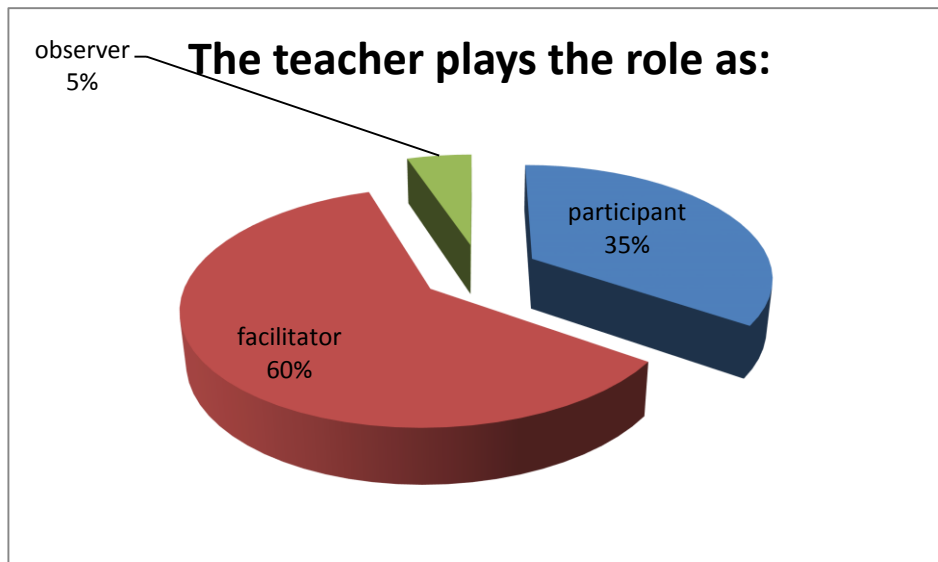
Sixty percent of the students mentioned that the teacher played the role as facilitator. Thirty five percent said the teacher was a participant and five percent said the teacher was an observer.

Chart 13. Question number 13.
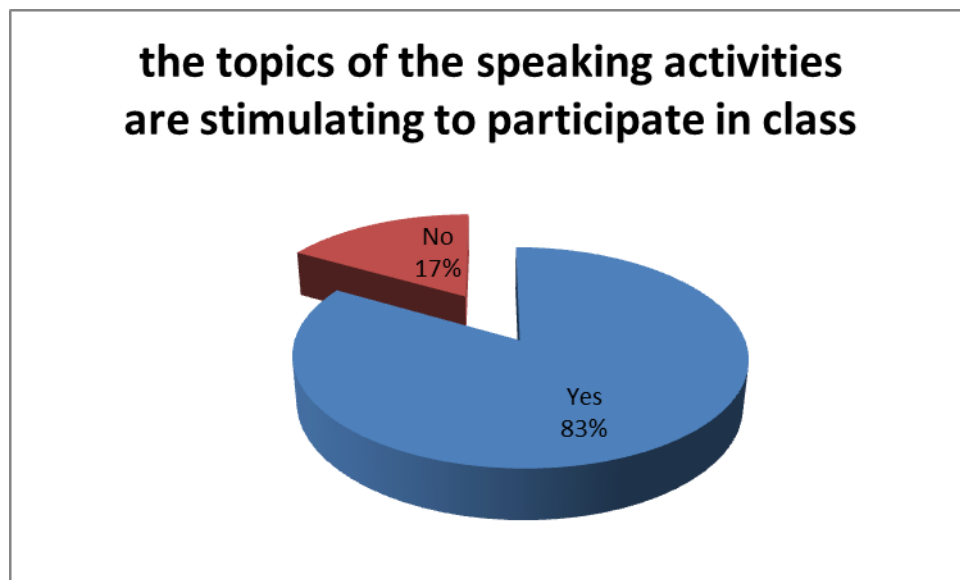
According to eighty three percent of the students, the speaking topics were stimulating and seventeen percent of the students said the topics of the speaking activities were not stimulating to participate in class.

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Chart 14. Question number 14.

Do you feel motivated to participate in the oral activities?

No 23%

Yes 77%
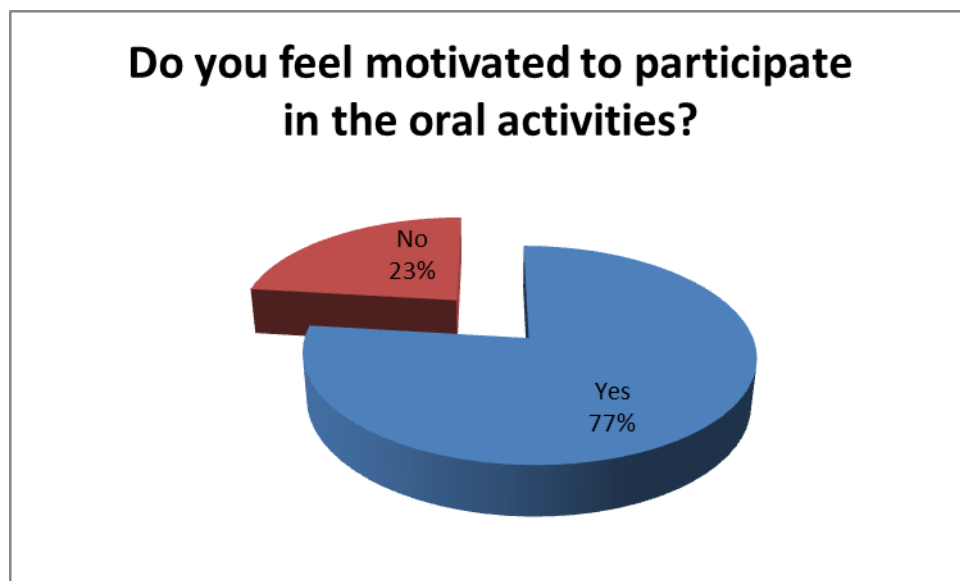
    Seventy seven percent of the students felt motivated to participate in the oral

activities, while twenty three percent of the students did not feel motivated.

Chart 15. Question number 15.

Do you feel you have improved the development of your oral competence?

No 23%

Yes 77%
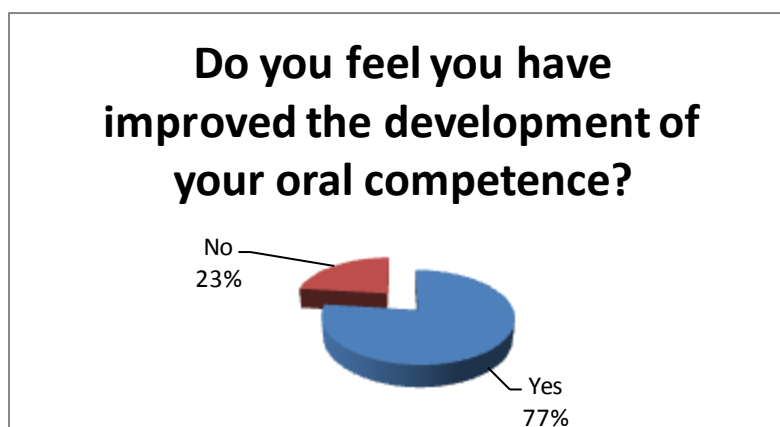
    Seventy seven percent of the students felt they had improved the development of

their oral competence, while twenty three percent of the students said they had not

improved their oral competence.

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Chart 16. Question number 16.

Do you feel afraid of talking in front of others?

No 38%

Yes 62%
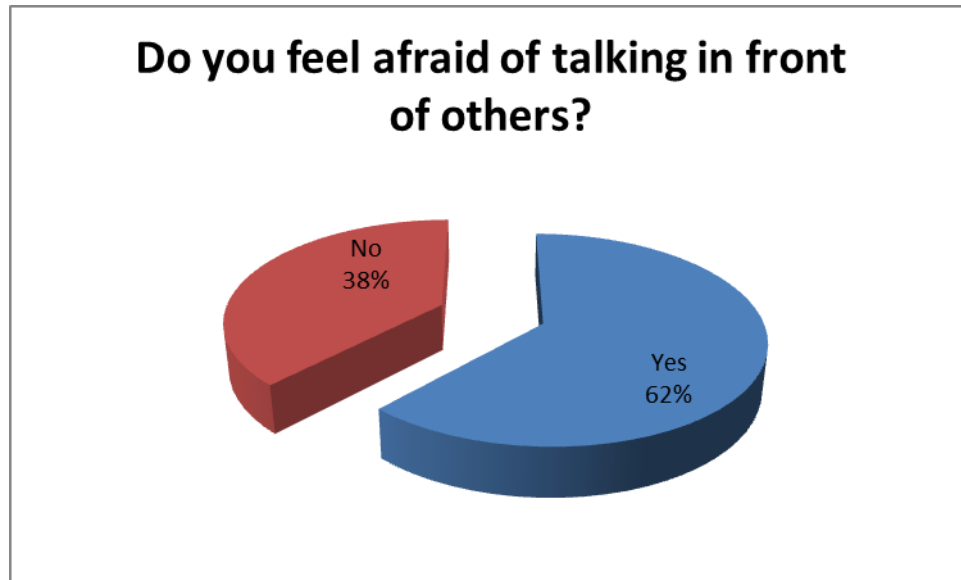
Sixty two percent of the students felt afraid of talking in front of others, however, thirty eight percent said they did not feel afraid of talking in front of others.

Chart 17. Question number 17.

Does the teacher invest time in preparing student for the Ileusco oral exam?

No 26%

Yes 74%
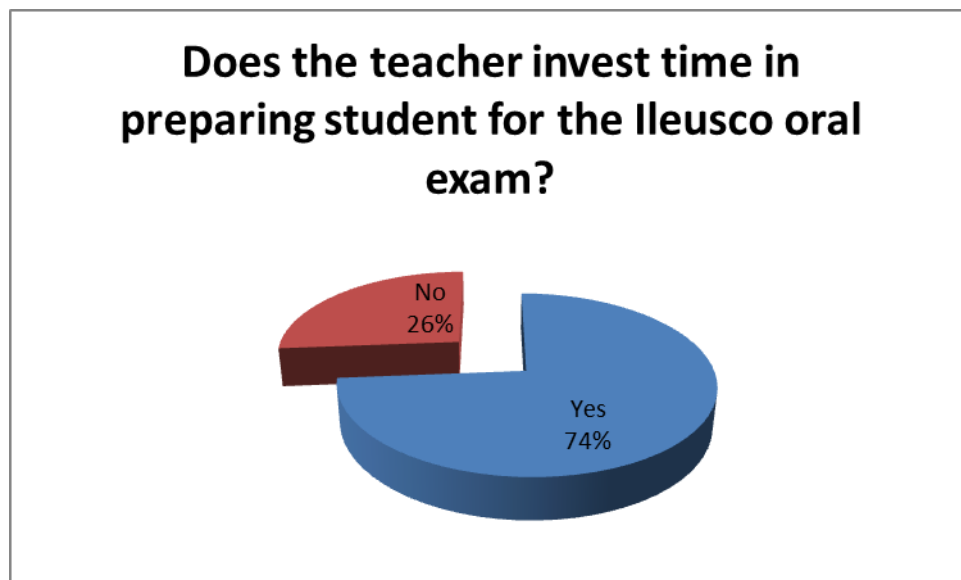
Seventy four percent of the students agreed that the teacher invested time in preparing them for the ILEUSCO oral exam and twenty six percent said the teacher did not invest time in the preparation for the exam.

Chart 18. Question number 18.

the oral activities help students acquire the required skills to succesfully take the oral part of the Ileusco exam

No
28%

Yes
72%
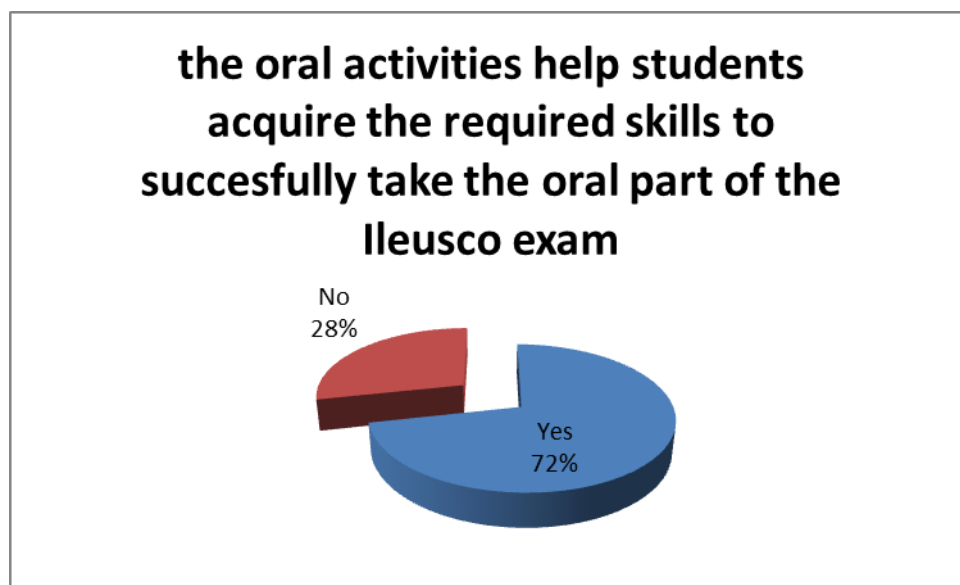
Seventy two percent of the students claimed that the oral activities helped the students to acquire the required skills to successfully take the oral part of the Ileusco exam, and twenty eight percent said the oral activities did not help.

Observation Results

Six hours per group were dedicated to observe the development of the oral skill in class. The format mentioned previously (methodology section) was used to collect the data.

According to the oral performance analysis, in the semester 5A the teacher developed the oral activities according to students´ level of competence, but the activities did not promote oral interaction among the students, just with the teacher. It was developed conversations and discussions. The teacher corrected mistakes in suitable way. Only few

students had the opportunity to participate in class while the others were just observers. Regarding the class topics, the teacher did not take into account students´ interest and needs as the topics were taken from the book. The oral activities did not have anything to do with the oral part of the ILEUSCO exam.

In the semester 5B, oral activities were developed in class however the time was not enough for students to practice the oral skill. Mispronunciation was highly notable in this group and the teacher did not correct the mistakes immediately. Topics were not chosen taking into account students´ interest. Some students were too shy when speaking and preferred not to talk. There were no activities related to the oral part of the ILEUSCO exam.

In semester six, role plays, conversations and discussions were developed in class but sometimes there was no interaction among the students. There were too many students and there were very few speaking opportunities for students to participate. The oral activities were not similar to the structure of the ILEUSCO exam.

In semester 7A, the teacher developed oral activities in class and students participated actively in the conversations. Students made mistakes and the teacher did not correct them immediately. Moreover, the teacher did not take into account students´ needs as the topics were always taken from the book.

Most of the classes observed in semester 8A were dedicated to the preparation of the grammar part of the ILESUCO exam there was a class in which the teacher developed oral activities in class, however the topics were not interesting enough and most of the students were not highly motivated to participate.

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In semester 8B, the teacher sometimes invested time to prepare students for speaking part of the ILEUSCO exam by simulating a situation in which a topic was given to discuss in pair.

Interview Results

In this section it will be presented the interview results applied to four teachers from the English as a foreign language teacher education program. The main objective was to identify and analyze teachers´ perception towards the oral skill development.

Chart 19. Question No. 1
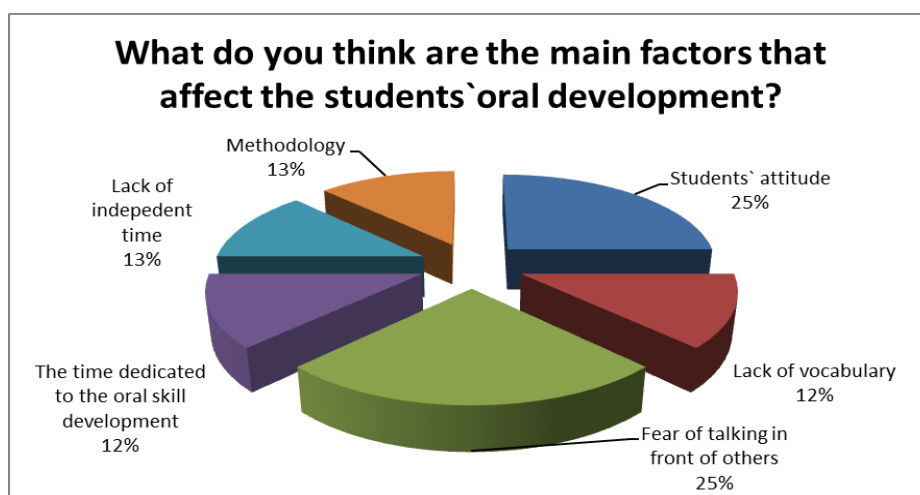
Twenty five percent of the teachers agreed that the main factor that affects the oral skill development is students´ attitude, also twenty five percent of the teachers agreed it was fear of talking in front of others. Twelve percent stated the time dedicated to the oral skill development and lack of vocabulary. Thirteen percent said lack of vocabulary, lack of independent time and methodology.

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Chart 20. Question No.2

To what extent do you take into account the students` interests and needs when selecting the topics for the oral activity?

Updated topics are proposed 40%

Topics taken from the book 60%
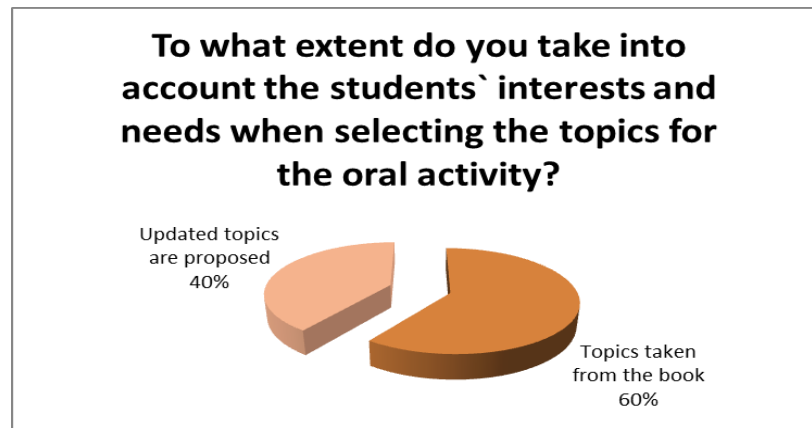
Sixty percent of the teachers stated that topics are taken from the book and the other forty percent said that updated topics are proposed to please students´ interests and needs.

Chart 21. Question No.3

Do you think the time given to the development of the oral skill is enough?

no 100%
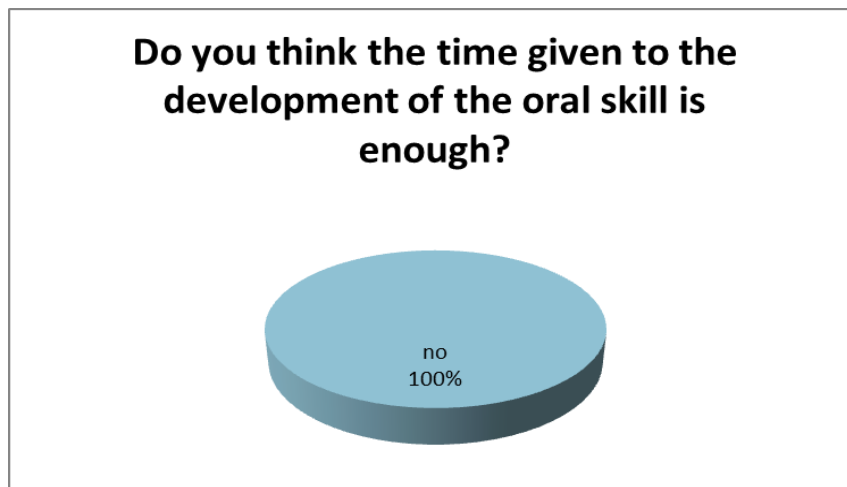
One hundred percent of the teachers claimed that the time given to the development of the oral skill is not enough.

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Chart 22. Question No.4

Do you think students feel comfortable with the speaking opportunities in the classroom?

No 40%

Yes 60%
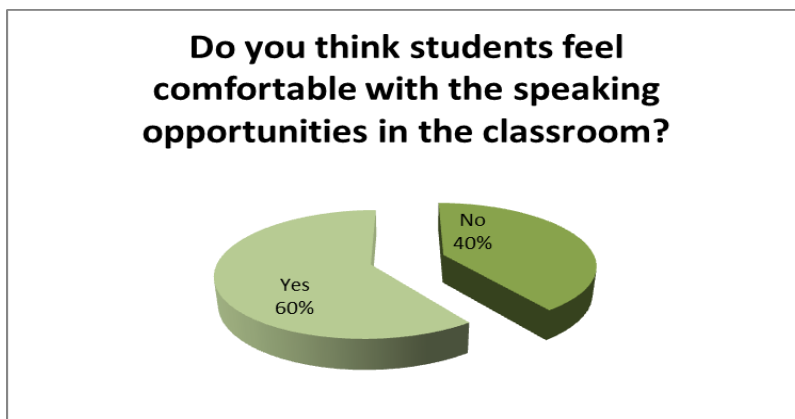
Sixty percent of the teachers stated that students feel comfortable with the speaking opportuities in the classroom, however forty percent said that they do not feel comfortable with the spaking opportunities.

Chart 23. Question No. 5

Do you prepare students for the oral part of the ILESUCO exam?

■ No ■ Yes

40%

60%
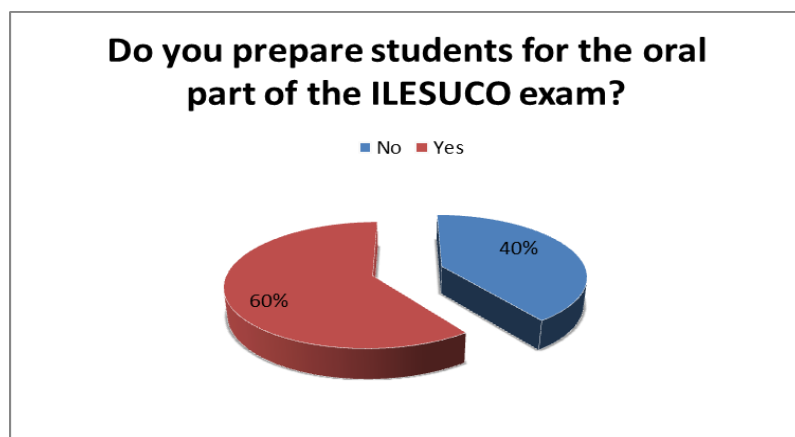
Sixty percent of the teachers stated that they prepare students for the oral part of the ILEUSCO exam while the other forty percent said that they do not prepare students for the oral part of the ILEUSCO exam.

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Chart 24. Question No. 6

Do you think the students have improved their oral competene?

Do not know 20%

Yes 80%
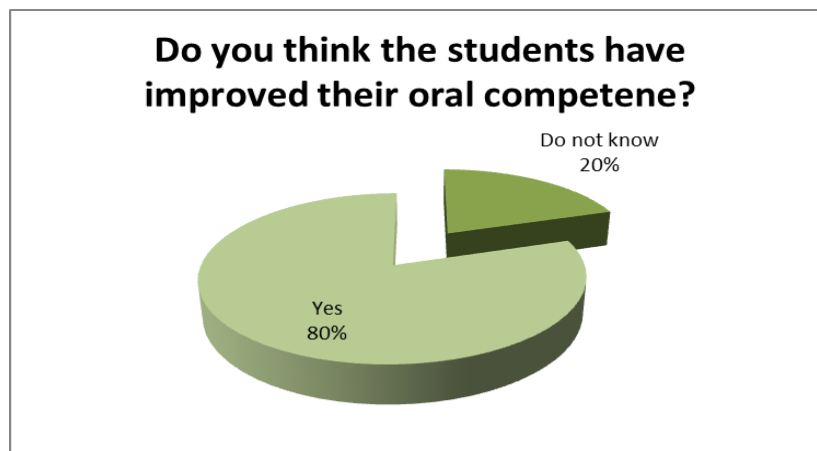
Eighty percent of the teachers said that students have improved their oral competence, however twenty percent of the teachers stated that they do not know if students have improved their oral competence.

Results Analysis

In this section the main factors found in the data gathering stage are presented. Triangulation was used to analyze the data collected as it provides validity and reliability to the research project. Data triangulation involves using different *sources* of information in order to increase the validity of a study. The benefits of triangulation include "increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem". (Thurmond, 2001, p. 254 cited by Lisa A. Guion, David C. Diehl, and Debra McDonald, 2002).

In order to present the analysis of the results in a clearer manner, the researchers of this study decided to group the data gathered in the three main factors: psychological, contextual and linguistic. A sample of the survey, observation formats and interview are attached in the appendices section.

Psychological Factors

In the psychological factor, students´ personal characteristics such as motivation, anxiety, shyness and self-confidence are analyzed.

Sixty two percent of students from the fifth to the eight semester of the English as a Foreign Language Teacher Education Program acknowledged in the survey that they feel afraid of talking in front of others. This could be proven in some class observations, as very few students showed interest in participating in the oral activities, and students who participated were always the same.

In semester 5b anxiety and shyness appeared to be the emotions that limited the students' participation. Despite the teacher tried to encourage all students' participation, some of them refused to participate hiding behind each other.

Furthermore, the survey revealed that most participants agreed with the fact that self-confidence, shyness, anxiety, motivation and fear of talking in front of others were really a limitation in and outside the classroom as they were afraid of making mistakes in front of teachers and classmates. That it is why they did not feel comfortable enough to express their ideas and practice the knowledge acquired.

Twenty seven percent of sample students said that Self-confidence was the main problem. To this regard, in the survey Student 1 (henceforth: S.1) stated that *"Most of students are not self-confidence so they don´t take risks and they prefer not to talk."* S.2 said *"sometimes I am a very shy person and not very confident, so I need to take risks,* S.3 claimed *"Self-confidence inhibits me to speak rightly"*.

On the other hand, sixteen percent of students expressed that shyness was also a limitation. S.8 mentioned *"I am a very shy person when speaking in public, that´s why it is difficult for me to express my ideas and thoughts"*. Also S.9 said *"I am a shy person so it is difficult for me to participate in class"*. S.10 acknowledged *"being shy inhibits you to talk properly and vocabulary is necessary to develop oral skills"*. S.11 said *"I am a shy person and it is a problem because it doesn´t let me ask for help"*.

According to thirteen percent of students, anxiety also affects the oral production. S.12 said *"when I try to speak in English I always feel so nervous and I can´t organize my ideas on the spot, so I think I am going to make a mistake and my partners are going to laugh at me. Besides, sometimes I can´t find the appropriate words because I don´t have*

enough vocabulary." S.13 mentioned *"sometimes I feel anxious and I make lots of mistakes".* S.14. agreed *"I have some problems when I am talking in front of my peers. I have a high level of anxiety".* S.15. said *"sometimes I don´t want to make mistakes so I don´t speak too much".* S.16. stated *" I feel nervous when I am going to participate in an oral activity".* And finally, S.17. said *" from my point of view, I tried to listen to others but I really feel fear of speaking because I don´t like to make mistakes".* Anxiety is a common obstacle among foreign languages learners since speaking another language is a complex process and it is sometimes difficult to take control of everything. Hsu (2013) remarks that language anxiety is different from other types of general anxiety and that there was a negative correlation between the anxiety and how certain tasks were executed in L2.

Another emotional factor that influenced negatively in the development of the speaking skill was motivation. According to Williams M & Burden R (2001), motivation is a state of cognitive and emotional awakening, leading to a conscious decision to act, and gives rise to a prolonged period of intellectual and physical effort to achieve several goals. Twenty three percent of the sample students did not feel motivated to participate in the oral activities. S.7. claimed *"sometimes I don´t have a background knowledge about the topic and that's why I do not participate".* S.9. said *"I am shy, sometimes I think that my speaking level is not so good to participate in the oral activities"* S.8. mentioned *"I don´t feel motivate because of the topics and teacher´s methodology".*S.21. stated *"rarely I participate in the speaking activities because I don´t feel comfortable".* In spite of the fact that most of students felt motivated, it was observed in the fifth and the sixth semester that students did not participate actively as there were so many students in the classroom; in

addition, students in fifth semester sometimes spoke Spanish in class due to the fact that they did not have enough vocabulary to express themselves.

Sixty two percent of students expressed that they felt afraid of talking in front of others, this was supported by S.7 who mentioned *"people are focused on what mistakes you make"* and S.12 also said *"I don´t have self-confidence and I think I am going to make some mistakes and people are going to make fun of me"*.

Accordingly, twenty five percent of the teachers interviewed argued that fear of talking in front of others is a relevant factor that affects the oral skill production. Teacher 1 (henceforth: T.1) claimed "*sometimes the students feel fear of talking in front of others because they think their partners will make fun of them as they do not have the proper vocabulary to express themselves and can make mistakes"*.

Context Factors

It is understood that the context implies all agents surrounding the students in the classroom, such as the types of activities, the time given to the development of the oral skill, speaking opportunities in the classroom, teachers´ role, lack of knowledge of the topic, preparation for the ILEUSCO exam in class and students´ interests and needs. Also, Muñoz (2001) notes the importance of the context in which foreign language learning takes place, arguing that mediate, influence and condition it.

Thirty nine percent of students indicated that discussions were the main oral activity developed in the English class. On the other hand thirty two percent said that conversations were another common activity and fourteen percent mentioned the role plays.

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The above was clearly evidenced in the class observations where the oral activities were developed twice a week as forty nine percent of students remarked in the survey.

In regards to the time given to the development of the oral skill, fifty five percent of the students agreed that the time given was not enough. This was confirmed in the observations where some of the students could not participate since the activities were too short and there were other priorities to focus on. S.21 stated *"we all know that we are several students in the course and each one want to participate and the time is always not enough"*. S.22 said *"sometimes there are students that don´t have time to explain their points of view"*. One hundred percent of the teachers interviewed also stated that the time given to the development of the oral skill was not enough. T.5 mentioned *"the time will never be enough to develop the oral skill as there are other skills to focus on"*.

Thirty one percent of the sample students stated that they did not feel comfortable with the speaking opportunities in the classroom. S.12 claimed *"sometimes the same students are chosen to talk in class"*. S.21 said *"I can´t participate in the activities and there are no methodologies in order to involve students in the speaking"*. S.22. mentioned *"we need more opportunities to participate in class"*. On the other hand, in the seventh and the eighth semester it was observed that the speaking opportunities were limited since the hourly intensity decreases each semester. In some other semesters the teacher always gave the same students the opportunity to talk. In addition, the teachers interviewed also mentioned that the time to participate was a limitation since the classes were too short.

In terms of the teacher role, sixty percent of students said the teacher was a facilitator who gave all the necessary tools and preparation for students to develop the class

by themselves. In class, it was also observed that the teacher played the role as participant as they took part of the class and interacted with students.

On the other hand, lack of knowledge of the topic is another common problem found according to the students´ perception. S.18 stated *"the lack of knowledge does not help students. They can be sure about what to say, but they get confused and terrified because there is no word in English to express their opinion".* S.19 claimed *"sometimes we don´t have much knowledge about the topic, and I think it influences on several fields such as vocabulary, self-confidence and lack of knowledge".* S.20. said *"the most common problems that are very clear is vocabulary and lack of knowledge of the topic because our teacher encourages us to improve our oral skill and to be autonomous learners, but we don´t have discipline".* Twelve percent of the teachers claimed that the lack of vocabulary was a problem when speaking, this was also evidenced in the observations that students spoke Spanish when they did not find the suitable words to express the idea.

Regarding the preparation for the oral part of the ILEUSCO exam, seventy four percent of students stated that the teacher invested time in preparing students for the ILEUSCO oral exam, and only twenty six percent of them claimed there was no time invested for the exam. Despite the fact that most of the students indicated that there was enough time invested, it was observed that in semester 8A there was some practice only in the grammar part of the ILEUSCO exam, while in semester 8B, the teacher dedicated some time to practice the speaking part for the exam. According to the observations, in the other semesters there was no time invested in preparing the oral part of the ILEUSCO exam. On the other hand some teachers agreed that they do not prepare students for the oral part of the ILEUSCO exam as it must be done only in the fourth and the eighth semester.

The survey applied to the students (forty nine percent) revealed that most of the teachers took into account their interests and needs when it comes to choosing the topics for the oral activities. However, sixty percent of the teachers agreed that the topics were mostly taken from the book. T.2 said *"Most of the time the oral activities are taken from the book".* The above was also notable in the class observations.

Linguistic Factor

Linguistics involves language structure which enables people to communicate effectively. Vocabulary and the improvement of the oral competence were important aspects that students mentioned.

In terms of lack of vocabulary, twenty three percent of students agreed it was a problem. S.4 said *"sometimes I don´t have enough vocabulary to speak that´s why it makes me feel insecure".* S.5. mentioned *"we don´t know the vocabulary that we need so it delays our fluency".* S.6. stated *"when you try to say something you have the ideas but not the necessary vocabulary, and that´s why I don´t participate".* And finally S.7. claimed *"when you do not have the appropriate vocabulary and motivation you are not going to participate actively".* This was noticeable in the class observations as the students tried to express their ideas but they did not have enough vocabulary in English, and they ended up translating into Spanish.

In terms of the improvement of the oral competence, seventy seven percent of students agreed that they had improved the development of their oral competence, and only twenty three percent said they had not, as S.1 says *"I haven´t gained fluency".* S.23 argued *"I think I haven´t improved this semester because I don´t feel comfortable to talk".* And

finally S.7 mentioned *"I haven´t improved because we don´t practice that skill that much".*

The improvement of the oral competence was also stated by teachers as Eighty percent of them mentioned that students have improved their oral competence, however, there were some linguistic limitations when talking as T.1 claimed "*Generally, students have improved fluency when talking, however it is notable that most of the students make grammar mistakes and have serious pronunciation problems".*

The analysis of the data gathered has produced an initial perspective regarding how the oral ability has been affected by several factors in students from the fifth to the eighth semester of the English as a foreign language teacher education program at Universidad Surcolombiana and it may be used as the basis for further research.

Conclusions

Learning a second language is not a simple process as it seems; the person has to develop several skills (cognitive, emotional, psychological, etc) Even though for those who manage another language it sometimes carries difficulties and we call them negative factors which affect the learning process.

This study aimed at examining the causes that affect or impact the development of the oral expression in students from the fifth to the eighth semester of the English as a Foreign Language Teacher Education Program. The results of this study indicated that most of students feel comfortable with the development of the oral skill, as most of them feel motivated, they like the oral activities developed in class and find them interesting as well, the teacher uses good manners to correct the oral mistakes and they do not feel intimidated by the teacher, the teacher encourages them to talk freely, they feel comfortable with the speaking opportunities, they have improved their oral competence, and finally they agreed that the teacher invests enough time to prepare the oral part of the Ileusco exam. Despite the fact that most of the aspects that the researchers remarked as possible obstacles, were found positive by the students in the survey, there were some shortcomings signed by the students and also identified in the class observations. The most highlighted negative aspects to the development of the oral skill were classified in three factors (Psychological, context and linguistic).

In relation to the psychological factor, it is concluded that most of the students find self-confidence, shyness, anxiety, and fear of talking in front of others as limitations when trying to express orally in English. They feel afraid of making mistakes and being a laughing stock to others.

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With regard to the context factors, the teachers and most of the students agreed that the time given to the development of the oral skill was not enough, not only because of the amount of opportunities given in class but also due to the decrease of the hourly intensity in the last semesters. On the other hand, students stated that the teachers invested enough time in the preparation for the oral part of the ILEUSCO exam, however most of the teachers agreed that in most cases students are prepared for the exam only in the fourth and the eighth semester. Moreover, although students said that the teachers took into account their interests and needs, the teachers claimed that most of times it was impossible to satisfy the students´ personal interests since they usually follow the students' textbook.

In regards to the linguistic factor, in spite of the fact that the students and the teachers remarked an improvement of the oral competence, the lack of knowledge of the topic is seen as a great limitation for students. If the students do not have the suitable vocabulary they get confused and it is difficult for them to express their opinions in English.

To sum up, the above demonstrates that there are some shortcomings in regards to the oral skill development.

Recommendations and Suggestions

It goes without saying that the oral skill development is not an easy task to undertake. As it was presented in the results chapter, there are several problems to deal with. Anxiety, shyness, motivation, the time given to the development of the oral skill, the speaking opportunities, the lack of knowledge of the topic, the teachers´ role and students´ interests and needs are key issues according to the findings.

According to those limitations, the oral skill must be a priority in all classes and more research projects should be conducted in order to improve the students´ oral competence. Also, the time assigned to the development of the oral skill should be increased semester by semester, instead of being reduced. This is one of the key problems evidenced, as the more opportunities students have to use the language; the more they will improve their oral skills. Additionally, students should find ways of practicing the oral skill outside the classroom. This will allow them to put into practice what has been learned in class, and in this way, they help themselves diminish obstacles like anxiety and shyness. As Benson (2013) argues, the concept of autonomy is grounded in a natural tendency for learners to take control over their learning. As such, autonomy is available to all, although it is displayed in different ways and to different degrees according to the unique characteristics of each learner and each learning situations.

As part of the students 'autonomous learning process, there is a vast amount of useful virtual tools such as edmodo, uscovirtual, skype, English Central, busuu, among many others that can help student to overcome the oral skill limitations.

Similarly, teachers are an active part in students' language development. They should provide students with interesting and useful speaking activities, and should encourage them to talk freely and participate in speaking activities in which their interests and needs were taken into account. Besides, based on what it could be noted in the findings with regard to the students' preparation for the ILEUSCO test, this specific training should be provided continuously from the first to the eighth semester. This cannot be merely limited to the fourth and the eighth semesters as it seems to be happening. Finally, it would be a great idea if this research study was conducted in other settings and regions with a more significant sample of participants so as to expand the view on other possible factors.

Limitations

Throughout this research study, there were some limitations which somehow hindered the complete development of the project. One of those limitations was that not all the sample participants were willing to complete the survey. Some of them expressed not having enough time and some others simply did not want to cooperate with the process. Regarding the observations, there was a group in which it was not possible to observe the whole time established.

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FACTORS AFFECTING THE ORAL SKILL

Appendices

In this section, some sample of the observation formats, survey formats and teachers´ interview are presented. The teachers´ interview was conducted in Spanish as it facilitated the researchers during the data collection and analysis stages.

APPENDIX 1

Interview transcribed 1

1. ¿Cuáles cree usted que son los principales factores que afectan el desarrollo de la habilidad oral?

   Pienso que uno de los factores que afectan el desarrollo de la habilidad oral es la parte del filtro afectivo, muchas veces los estudiantes tienen ese miedo a hablar en clase porque se sienten apenados o no tienen un dominio adecuado del idioma y este filtro afectivo al estar muy alto impide que el estudiante se exprese bien. Siempre existe el miedo al "qué dirán", al matoneo. También considero que para desarrollar la habilidad oral se debe tener cierto dominio sintáctico, ortográfico, léxico del idioma. Uno no puede hablar sin tener conocimiento de ese tipo de aspectos lingüísticos, al no tenerlos no se puede entrar a producir. Las habilidades de producción son mucho más complejas que las de recepción. Yo resumiría con que hay dos grandes grupos de factores afectando la habilidad oral que son los factores de personalidad y psicológicos y factores de limitación lingüística.

2. ¿hasta qué punto usted tiene en cuenta los intereses y necesidades de los estudiantes al seleccionar los temas para las actividades orales?

Debo confesar que uno como profesor muchas veces es esclavo del libro, en ocasiones es solamente lo que sugiera el texto y caemos en el error de que no tenemos en cuenta el gusto del estudiante y simplemente nos dedicamos a seguir un microdiseño. Hace falta mayor indagación de los intereses del estudiante y proponer nuevos temas.

3. ¿Cree que el tiempo dado al desarrollo de la habilidad oral es suficiente?

Yo creo que depende de la naturaleza del curso, hay cursos conversacionales, entonces se le debe dar mayor énfasis a la parte oral. En un curso normal en la Universidad Surcolombiana se debe buscar la integralidad. Debe existir un balance entre las 4 habilidades lingüísticas, sin embargo siempre falta tiempo e igualmente los estudiantes no practican extra-clase y solo se quedan con lo poco que se ve en clase.

4. ¿cree que los estudiantes se sienten satisfechos con las oportunidades para hablar en el salón de clase?

Ahí se tendría que indagar si realmente se sienten satisfechos. He tenido una experiencia positiva, sin embargo es complicado algunas veces que hablen porque no todos participan y como docentes estamos llamados a investigar lo que realmente pasa con el estudiante y por qué no participan en clase.

5. ¿cómo prepara a los estudiantes para el examen oral del Ileusco Test?

No he tenido la oportunidad de prepararlos para este examen. Se necesita preparación constante para el examen no solo en el semestre en el que se va a presentar, y que conozcan la estructura del examen.

6. ¿cree que los estudiantes han mejorado su competencia oral?

Si hay un avance en la fluidez, sin embargo se cometen muchos errores gramaticales y problemas de pronunciación. Esto se debe a que se ha interiorizado mucho el enfoque comunicativo y se está dejando de lado la parte lingüística. Queda mucho trabajo por hacer con relación a la competencia oral del estudiante.

APPENDIX 2

Interview transcribed 2

1. ¿Cuáles cree usted que son los principales factores que afectan el desarrollo de la habilidad oral?

   Los principales factores que afectan la habilidad oral yo pensaría que son, uno la exposición al idioma que los estudiantes tengan, es decir que tantas oportunidades tienen los estudiantes de hablar en el salón de clase, uno puede mejorar la habilidad oral si la usa. Segundo, otro factor podría ser la comodidad y la tranquilidad con la que el estudiante se sienta de participar en esos espacios. Si el docente no genera un ambiente sano, tranquilo en el que el estudiante pueda participar, el estudiante no lo va a hacer porque se siente con mucha timidez al cometer errores. El estudiante siempre va a sentir temor al participar y si hay alguna burla por parte de los compañeros al cometer errores de pronunciación, fácilmente pueden quedar bloqueados. Y como tercer factor podría decir que es el nivel de competencia que tenga cada estudiante. Si el nivel de competencia del estudiante no le da para participar en un debate o una discusión, no se va a sentir capacitado para participar.

2. ¿hasta qué punto usted tiene en cuenta los intereses y necesidades de los estudiantes al seleccionar los temas para las actividades orales?

   En mi caso (octavo semestre) me oriento por los temas que propone el libro. Sin embargo, hay momentos en donde se tiene en cuenta la opinión del estudiante.

Les pregunto sobre que quisieran hablar, que temas les gustaría que abordáramos en los debates; pero por restricciones de tiempo, uno muchas veces pasa esto por alto, y se limita a los temas que propone el libro, pero los temas del libro uno trata que sean muy ajustados a la realidad de los estudiantes. Pero que yo tenga un Set de temas que los estudiantes me hayan dicho : "profesor hagamos actividades sobre drogadicción." No. Pero. Trato de hacer muy amenos los temas que propone el libro.

3. ¿Cree que el tiempo dado al desarrollo de la habilidad oral es suficiente?

En algunos casos no es suficiente. En el caso de inglés VIII, que son solo cuatro horas semanales, uno como docente se ve muy limitado ya que se debe abarcar lo que más pueda del currículo para cumplir toda la meta.

4. ¿cree que los estudiantes se sienten satisfechos con las oportunidades para hablar en el salón de clase?

Yo pensaría que si porque en mis clases procuro generar mucha interacción. Los pongo a que trabajen en parejas, hago preguntas para que respondan, entonces yo pensaría que tienen oportunidad de hacerlo, pero ya que ellos se animen y lo hagan en su tema diferente.

5. ¿cómo prepara a los estudiantes para el examen oral del Ileusco Test?

En lo personal me gusta trabajar mucho el formato de la parte oral del examen ileusco. A partir del semestre pasado decidí implementar un trabajo de

autoevaluación. Los estudiantes se hacen en parejas y hacemos un simulacro de

la parte oral del ileusco, ellos graban su intervención, la transcriben según un

formato que les doy, analizan su desempeño, identifican los errores y crean una

versión mejorada. Esto ayuda a que los estudiantes se den cuenta de las fallas

que están cometiendo y el día que presenten el examen no cometan los mismos

errores.

6. ¿cree que los estudiantes han mejorado su competencia oral?

No sabría decirle. Yo esperaría que sí mediante el ejercicio de autoevaluación

que implemente. Pero no lo he medido. No he hecho un examen para ver si

mejoraron o no. No he aplicado un instrumento para ver cómo se sintieron al

final del curso, si fue útil o no. Entonces no sabría decirle si han mejorado o no.

Todas mis clases van encaminadas a mejorar la habilidad oral.

FACTORS AFFECTING THE ORAL SKILL

ATTACHMENTS

UNIVERSIDAD SURCOLOMBIANA
ENGLISH AS A FOREIGN LANGUAGE TEACHER EDUCATION PROGRAM
"FACTORS THAT AFFECT THE DEVELOPMENT OF THE SPEAKING SKILL IN STUDENTS FROM FIFTH TO EIGHT SEMESTER OF THE ENGLISH AS A FOREIGN LANGUAGE TEACHER EDUCATION PROGRAM"

Dear students, we are conducting this survey as part of a study which aims at identifying the factors that affect the development of the speaking skill in students from fifth to eight semester of the English as Foreign Language Teacher Education Program. In order to fulfill the objectives of this study, it is necessary your cooperation choosing the suitable option according to your personal perception. This information is completely confidential and your names will not be revealed to any source.

Survey

S.23

Section one: Oral activities

Objective: To identify and analyze the oral activities developed in the English class.

1) Do you like the oral activities developed in class?

   a) Yes, why? _____
   [X] No, why? Because most of them do not allow all students to participate.

2) What types of activities are developed in the English class?

   [X] Speeches   **[X]** Role Plays   c) Conversations   **[X]** Discussions   e) Other? _____

3) How often does the teacher develop oral activities in class?

   a) Once a week   **[X]** Twice a week   c) Once every two weeks   d) once a month   e) other? _____

4) Do you think the time given to the development of the oral activity is enough?

   a) Yes, why? Even they are short; they are meaningful and significant.
   b) No, why? _____

5) The speaking activities are (you can choose more than one option)

   [X] Interesting ___ Motivating **[X]** Appropriate ___ Participatory **[X]** Boring ___ Uninteresting ___ Monotonous ___ Tiresome

6) Which of the following factors do you find as a problem when participating in a speaking activity in class? (you can choose more than one option)

   ___ Vocabulary   ___ Speaking level of the teacher   **[X]** Self-confidence   ___ Level of difficulty of the activity

   [X] Opportunities for participation   ___ Lack of teacher's feedback   **[X]** Lack of knowledge the of topic   ___ Anxiety

   [X] Shyness   **[X]** Lack of motivation

   Why? I think Oral skill is a complex process and without the appropriated time students can't developed self-confidence and activities.
   _____
   _____

Section two: Teacher's Role

Objective: To analyze the teacher's role in the development of the students' speaking skill

7) Does the teacher take into account your opinion (interests and needs) when choosing the topics for the oral activities?

   a) Always   b) Sometimes   **[X]** Never

8) When it comes to correcting your mistakes:

   [X] a) The teacher uses good manners to correct the mistakes.
   b) The teacher makes students feel embarrassed
   Other? _____

9) Do you feel intimidated by the teacher when it comes to correcting mistakes?

   a) Yes, why? _____
   b) No, why? Because Teacher never tells my name.

FACTORS AFFECTING THE ORAL SKILL

10) The teacher encourages students to talk freely

a)   Always   ☒ Sometimes   c) Never

11) Do you feel comfortable with the speaking opportunities in the classroom?

a)   Yes, why? _____
b)   No, why? Because Sometimes I feel that Teacher don't care about my
          opinion.

12) The teacher plays the role as

☒   Participant, once the teacher has finished giving instructions and the activity has started; there is no point in the teacher standing in front of the classroom doing nothing (as some teachers do). Besides monitoring the class, the teacher can also join one or two groups as an ordinary participant.

b)   Facilitator, the teacher gives all the necessary tools and preparation for students to develop the class by themselves.

c)   Observer, the teacher rarely takes part of the class and does not provide feedback.

Section three: Students' attitude

Objective: To analyze the students' attitude towards the development of the oral competence.

13) The topics of the speaking activities are stimulating to participate in class

a)   Yes, why? They are current topics, and topics in context.
b)   No, why? _____

14) Do you feel motivated to participate in the oral activities?

a)   Yes, why? _____
b)   No, why? Because there are too many students and sometimes I don't find
          the chance.

15) Do you feel you have improved the development of your oral competence?

a)   Yes, why? _____
b)   No, why? Not at all, Because this semester I don't feel comfortable to talk,

16) Do you feel afraid of talking in front of others?

a)   Yes, why? _____
b)   No, why? Because I think that it is the best way to improve the oral skill
          and for others help.

Section four: Relation with the ILEUSCO exam

Objective: To identify if there is any relationship between the oral activities developed in class and the oral part of the ILEUSCO exam.

17) Does the teacher invest time in preparing students for the iLEUSCO oral exam?

☒ Yes   b) No

18) The oral activities help students acquire the required skills to successfully take the oral part of the ILEUSCO exam?

a)   Yes, why? Because most of them stimulate us in order to create a natural atmosphere.
b)   No, why? _____ and
                                                                    improve
                                                                    the oral
                                                                    skill.

FACTORS AFFECTING THE ORAL SKILL

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Survey

Section one: Oral activities

Objective: To identify and analyze the oral activities developed in the English class.

1) Do you like the oral activities developed in class?

    a) Yes, why? _Because this activities help us to talk fluently and better._
    b) No, why? _____

2) What types of activities are developed in the English class?

    a) Speeches   b) Role Plays   (c) Conversations   (d) Discussions   e) Other? _____

3) How often does the teacher develop oral activities in class?

    a) Once a week   (b) Twice a week   c) Once every two weeks   d) once a month   e) other? _____

4) Do you think the time given to the development of the oral activity is enough?

    a) Yes, why? _____
    b) No, why? _Time is very short to develop all skills, so speaking is less important in classes, teachers use the time for grammar._

5) The speaking activities are (you can choose more than one option)

    X Interesting __ Motivating __ Appropriate X Participatory ___ Boring ___ Uninteresting __ Monotonous ___ Tiresome

6) Which of the following factors do you find as a problem when participating in a speaking activity in class? (you can choose more than one option)

    X Vocabulary   ___ Speaking level of the teacher   X Self-confidence   ___ Level of difficulty of the activity

    ___ Opportunities for participation   ___ Lack of teacher's feedback   ___ Lack of knowledge the of topic   X Anxiety

    ___ Shyness   ___ Lack of motivation

    Why? _I'm a shy person, so it is difficult to me participate is class_

Section two: Teacher's Role

Objective: To analyze the teacher's role in the development of the students' speaking skill

7) Does the teacher take into account your opinion (interests and needs) when choosing the topics for the oral activities?

    a) Always   (b) Sometimes   c) Never

8) When it comes to correcting your mistakes:

    (a) The teacher uses good manners to correct the mistakes.
    b) The teacher makes students feel embarrassed
    Other? _____

9) Do you feel intimidated by the teacher when it comes to correcting mistakes?

    a) Yes, why? _____
    b) No, why? _Teachers try to correct our mistakes in a good way_

FACTORS AFFECTING THE ORAL SKILL

10) The teacher encourages students to talk freely

(a)   Always   b) Sometimes   c) Never

11) Do you feel comfortable with the speaking opportunities in the classroom?

a)   Yes, why? _Because the topics are easy to undersand and develop_
b)   No, why? _____

12) The teacher plays the role as

a)   Participant, once the teacher has finished giving instructions and the activity has started; there is no point in the teacher standing in front of the classroom doing nothing (as some teachers do). Besides monitoring the class, the teacher can also join one or two groups as an ordinary participant.

(b)   Facilitator, the teacher gives all the necessary tools and preparation for students to develop the class by themselves.

c)   Observer, the teacher rarely takes part of the class and does not provide feedback.

Section three: Students' attitude

Objective: To analyze the students' attitude towards the development of the oral competence.

13) The topics of the speaking activities are stimulating to participate in class

a)   Yes, why? _Topics are interesting_
b)   No, why? _____

14) Do you feel motivated to participate in the oral activities?

a)   Yes, why? _____
b)   No, why? _I am shy, Sometimes I think that my speaking Level is not so good to participate_

15) Do you feel you have improved the development of your oral competence?

a)   Yes, why? _Now, I can express better what I want to say_
b)   No, why? _____

16) Do you feel afraid of talking in front of others?

a)   Yes, why? _when we are in class, when the topic is new_
b)   No, why? _When I prepare a presentation_

Section four: Relation with the ILEUSCO exam

Objective: To identify if there is any relationship between the oral activities developed in class and the oral part of the ILEUSCO exam.

17) Does the teacher invest time in preparing students for the ILEUSCO oral exam?

a) Yes   (b) No

18) The oral activities help students acquire the required skills to successfully take the oral part of the ILEUSCO exam?

a)   Yes, why? _____
(b)   No, why? _____

FACTORS AFFECTING THE ORAL SKILL

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Survey

Section one: Oral activities

Objective: To identify and analyze the oral activities developed in the English class.

1) Do you like the oral activities developed in class?
   a) Yes, why?
   b) No, why? _because they don't have a level in which you can improve your ability. They are not challenging._

2) What types of activities are developed in the English class?
   a) Speeches b) Role Plays c) Conversations d) Discussions e) Other? _____

3) How often does the teacher develop oral activities in class?
   a) Once a week b) Twice a week c) Once every two weeks d) once a month e) other? _____

4) Do you think the time given to the development of the oral activity is enough?
   a) Yes, why? _because the oral activity given in class is not very difficult._
   b) No, why? _____

5) The speaking activities are (you can choose more than one option)
   __ Interesting __ Motivating __ Appropriate X Participatory ___ Boring ___ Uninteresting __ Monotonous ___ Tiresome

6) Which of the following factors do you find as a problem when participating in a speaking activity in class? (you can choose more than one option)
   ___Vocabulary ___Speaking level of the teacher ___Self-confidence ___Level of difficulty of the activity
   ___Opportunities for participation ___Lack of teacher's feedback ___Lack of knowledge the of topic ___Anxiety
   ___ Shyness X Lack of motivation

   Why?_____
   _____
   _____
   _____

Section two: Teacher's Role

Objective: To analyze the teacher's role in the development of the students' speaking skill

7) Does the teacher take into account your opinion (interests and needs) when choosing the topics for the oral activities?
   a) Always b) Sometimes c) Never

8) When it comes to correcting your mistakes:
   a) The teacher uses good manners to correct the mistakes.
   b) The teacher makes students feel embarrassed
   Other? _____

9) Do you feel intimidated by the teacher when it comes to correcting mistakes?
   a) Yes, why? _____
   b) No, why? _He is very sensitive and kind._

FACTORS AFFECTING THE ORAL SKILL

10) The teacher encourages students to talk freely

ⓐ   Always   b) Sometimes   c) Never

11) Do you feel comfortable with the speaking opportunities in the classroom?

a)   Yes, why? _____
ⓑ   No, why? I would like to have more opportunities to pratice speaking in class.

12) The teacher plays the role as

ⓐ   Participant, once the teacher has finished giving instructions and the activity has started; there is no point in the teacher standing in front of the classroom doing nothing (as some teachers do). Besides monitoring the class, the teacher can also join one or two groups as an ordinary participant.

b)   Facilitator, the teacher gives all the necessary tools and preparation for students to develop the class by themselves.

c)   Observer, the teacher rarely takes part of the class and does not provide feedback.

Section three: Students' attitude

Objective: To analyze the students' attitude towards the development of the oral competence.

13) The topics of the speaking activities are stimulating to participate in class

ⓐ   Yes, why? Some of them are interesting but not all.
b)   No, why? _____

14) Do you feel motivated to participate in the oral activities?

ⓐ   Yes, why? because I like practising speaking.
b)   No, why? _____

15) Do you feel you have improved the development of your oral competence?

ⓐ   Yes, why? I've learned a lot of vocabulary
b)   No, why? _____

16) Do you feel afraid of talking in front of others?

a)   Yes, why? _____
ⓑ   No, why? _____

Section four: Relation with the ILEUSCO exam

Objective: To identify if there is any relationship between the oral activities developed in class and the oral part of the ILEUSCO exam.

17) Does the teacher invest time in preparing students for the ILEUSCO oral exam?

ⓐ Yes   b) No

18) The oral activities help students acquire the required skills to successfully take the oral part of the ILEUSCO exam?

ⓐ   Yes, why? _____
b)   No, why? _____

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EDUCATION PROGRAM"

OBSERVATION FORMAT

8A

English _VIII_   Ma. Fernanda.   / Class 1, November 4th.
Section one: Oral activity
Objective: To analyze the oral activities developed in the English class.

Oral performance analysis	Yes	No
The teacher develops oral activities in class Comments:	X	
The time given for the development of the oral skill is appropriate. Comments:		X
The speaking topics are interesting and understandable for students Comments: Topics are not Interesting.		X
The oral activities are structured according to the students' level of competence Comments:	X	
The activities promote oral interaction among the students Comments:		X
The activities promote oral interaction between the students and the teacher Comments:	X	
The teacher introduces the required vocabulary to develop the speaking activity Comments:		X
The activities develop the linguistic competence of the students Comments:	X	
Do the students make appropriate use of pronunciation? Comments:	X	
There is a suitable language use among students, and between teachers and students. Comments:	X	
Oral activities developed in class: Speeches __ Role Plays __ Conversations X Discussions X Comments: the teacher asks same questions & students answer. 1) Discussions in pairs (10 min). X 2		

FACTORS AFFECTING THE ORAL SKILL

Section two: Teachers Role
Objective: To analyze the teacher´s role in terms of the speaking skill development

Teachers´ Role	Yes	No
The teacher corrects the students´ mistakes when speaking Comments:		X
The teacher uses a suitable way of correcting students´ mistakes Comments: The teacher Doesn't Correct Student's mistakes		
The teacher encourages students to talk freely Comments:	X	
The teacher provides feedback when it comes to correcting mistakes Comments:		X
The teacher creates an ideal atmosphere to promote the oral production Comments:	X	
The students feel comfortable with the speaking opportunities in the classroom Comments:		X
The teacher takes into account the students ´ interests and needs when selecting the topics for the activities Comments: Topics are taken from the book.		X
The teacher plays the role as Participant __ Facilitator X Observer __ Comments:		

FACTORS AFFECTING THE ORAL SKILL

Section three: Students' attitude

Objective: To analyze the students´ attitude towards the development of the oral competence.

Students´ attitude analysis	Yes	No
The students show interest in taking part of the oral activities Comments: *there are many students and just some of them want to participate.*		X
The students find the topics given stimulating to participate in class Comments:		X
The students feel comfortable during the development of the oral activities Comments: *They do not participate actively.*		X

Section four: Relation with the ILEUSCO exam

Objective: To identify if there is any relation between the oral activities developed in class and the oral part

of the ILEUSCO exam.

ILEUSCO test relation	Yes	No
The oral activities developed in class are similar to the oral part and the structure of the ILEUSCO exam? Comments:		X
The oral activities prepare students with the required skills to take the oral part of the ILEUSCO exam Comments:		X

FACTORS AFFECTING THE ORAL SKILL

UNIVERSIDAD SURCOLOMBIANA
ENGLISH AS A FOREIGN LANGUAGE TEACHER EDUCATION PROGRAM
"FACTORS THAT AFFECT THE DEVELOPMENT OF THE SPEAKING SKILL IN STUDENTS FROM
FIFTH TO EIGHT SEMESTER OF THE ENGLISH AS A FOREIGN LANGUAGE TEACHER
EDUCATION PROGRAM"

OBSERVATION FORMAT

English ___VII___   October 22.   Leonardo Yera class.

Section one: Oral activity

Objective: To analyze the oral activities developed in the English class.

Oral performance analysis	Yes	No
The teacher develops oral activities in class Comments:	X	
The time given for the development of the oral skill is appropriate. Comments: the teacher tends to develop the oral skill During the whole class	X	
The speaking topics are interesting and understandable for students Comments: topis are interesting Given the fact students Participate Actually	X	
The oral activities are structured according to the students' level of competence Comments:	X	
The activities promote oral interaction among the students Comments: Students talk among them about Previous experiences.	X	
The activities promote oral interaction between the students and the teacher Comments:	X.	
The teacher introduces the required vocabulary to develop the speaking activity Comments:		X
The activities develop the linguistic competence of the students Comments:	X.	
Do the students make appropriate use of pronunciation? Comments:	X	
In terms of pragmatic competence, there is a suitable language use among students, and between teachers and students. Comments:	X	
Oral activities developed in class: Speeches __ Role Plays __ Conversations X Discussions __ Comments:		

FACTORS AFFECTING THE ORAL SKILL

Section two: Teachers Role
Objective: To analyze the teacher´s role in terms of the speaking skill development

Teachers´ Role	Yes	No
The teacher corrects the students´ mistakes when speaking Comments: the teacher Corrects Students' mistakes Inmediatly.		X
The teacher uses a suitable way of correcting students´ mistakes Comments:	X	
The teacher encourages students to talk freely Comments: Topis are taken from the book However the teacher provides Interesting activities that encourage Students to talk.	X	
The teacher provides feedback when it comes to correcting mistakes Comments: Students talk among them, but the teacher does not listen to them. So there is no feedback		X
The teacher creates an ideal atmosphere to promote the oral production Comments:	X	
The students feel comfortable enough with the speaking opportunities in the classroom Comments: Just some students have the opportunity to talk and be Corrected by the teacher.	X	
The teacher takes into account the students ´interests and needs when selecting the topics for the activities Comments:		X
The teacher plays the role as Participant X Facilitator ___ Observer ___ Comments:		

FACTORS AFFECTING THE ORAL SKILL

Section three: Students' attitude

Objective: To analyze the students' attitude towards the development of the oral competence.

Students' attitude analysis	Yes	No
The students show interest in taking part of the oral activities Comments: Students feel motivated to talk and participate In the class	X	
The students find the topics given stimulating to participate in class Comments:	X	
The students feel comfortable during the development of the oral activities Comments:	X	

Section four: Relation with the ILEUSCO exam

Objective: To identify if there is any relation between the oral activities developed in class and the oral part of the ILEUSCO exam.

ILEUSCO test relation	Yes	No
The oral activities developed in class are similar to the oral part and the structure of the ILEUSCO exam? Comments: The teacher develops the oral skill However, activities are not focus on the Preparation for the Ileusco exam.		X
The oral activities prepare students with the required skills to take the oral part of the ILEUSCO exam Comments:		X

FACTORS AFFECTING THE ORAL SKILL

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EDUCATION PROGRAM"

OBSERVATION FORMAT

English __V__   October, 21st   lilian   Class 1

Section one: Oral activity

Objective: To analyze the oral activities developed in the English class.

Oral performance analysis	Yes	No
The teacher develops oral activities in class Comments:	X	
The time given for the development of the oral skill is appropriate. Comments: it is developed the oral skill in the whole class		X
The speaking topics are interesting and understandable for students Comments:	X	
The oral activities are structured according to the students' level of competence Comments:	X	
The activities promote oral interaction among the students Comments:		X
The activities promote oral interaction between the students and the teacher Comments:	X	
The teacher introduces the required vocabulary to develop the speaking activity Comments:	X	
The activities develop the linguistic competence of the students Comments:		
Do the students make appropriate use of pronunciation? Comments:		X
In terms of pragmatic competence, there is a suitable language use among students, and between teachers and students. Comments: Some students do use Spanish to express themselves.		X
Oral activities developed in class: Speeches __ Role Plays __ Conversations X Discussions X Comments: the teacher asks about some topics. talk to a partner.		

FACTORS AFFECTING THE ORAL SKILL

Section two: Teachers Role

Objective: To analyze the teacher´s role in terms of the speaking skill development

Teachers' Role	Yes	No
The teacher corrects the students' mistakes when speaking Comments: She corrects mistakes inmediatly	X	
The teacher uses a suitable way of correcting students' mistakes Comments: She corrects mistakes in a nice way	X	
The teacher encourages students to talk freely Comments: the teacher asks different questions and encourages students to answer. Students have the chance to talk to a native English speaker	X	
The teacher provides feedback when it comes to correcting mistakes Comments:	X	
The teacher creates an ideal atmosphere to promote the oral production Comments:	X	
The students feel comfortable enough with the speaking opportunities in the classroom Comments: Just some students have the opportunity to participate.		X
The teacher takes into account the students ' interests and needs when selecting the topics for the activities Comments: Topics are taken from the book		X
The teacher plays the role as Participant X Facilitator __ Observer __ Comments: the teacher always gives clues & help the students to speak more.		

FACTORS AFFECTING THE ORAL SKILL

Section three: Students' attitude

Objective: To analyze the students' attitude towards the development of the oral competence.

Students' attitude analysis	Yes	No
The students show interest in taking part of the oral activities Comments: Few of them participate freely in class.		X
The students find the topics given stimulating to participate in class Comments: Topics are interesting (Students show interest) even though Some do not participate	X	
The students feel comfortable during the development of the oral activities Comments: I Can Say They do not feel Comfortable Due to the fact the Same ones are the ones who participate actively		X

Section four: Relation with the ILEUSCO exam

Objective: To identify if there is any relation between the oral activities developed in class and the oral part of the ILEUSCO exam.

ILEUSCO test relation	Yes	No
The oral activities developed in class are similar to the oral part and the structure of the ILEUSCO exam? Comments:		X
The oral activities prepare students with the required skills to take the oral part of the ILEUSCO exam Comments: Students practice the speaking skill but they are not preparing for the Ileusco exam		X