The methodological factors that influence effectively on students' participation when speaking skill is taught in the Advanced Intensive English I subject in semester II-2016 at the Foreign Language Department of the University of El Salvador.


Abstract

Any language class needs to have many different components. It needs competent programs that guide the tutor on how to teach their classes and what kind of content and material must be taught; it also requires tasks and activities that evaluate students' performance and their progress, but the most important thing in the development of a class is the way in which tutors have pupils participate. It is completely useless to have a competent program, meaningful content and proper evaluations if teachers are not able to have students participate and evolve in their daily classes. At the Foreign Language Department of the University of El Salvador, there have been many studies carried about how teachers evaluate students' performance or how students evaluate tutors' techniques and methodology to teach, but there are few studies that explore if these kind of techniques are accurate or really help students improve. Therefore, it is necessary to check if the methodology teachers are using is effective and if it helps students improve and develop their skills. The main objective of this paper is to find out if tutors' methodology is effective to have students participate taking into account that participation is a must in speaking activities. It is also important to highlight that all these methodologies do not depend exclusively on tutors' responsibility or work; they are also the institutions' responsibility since they are the ones in charge of providing teachers with the necessary tools to have classes developed.

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By illuminating factors that produce the greatest influence on student engagement, in particular, by outlining such factors that increase it, the current research makes a significant contribution into both theoretical and practical frameworks on student engagement. On the one hand, the researcher’s thorough examination of the case under study can be utilized as a starting point and a background for further, more extensive research with a wider sample. comprised of three dimensions, students are engaged in studying when “they are behaviorally involved in learning tasks, experience enjoyment in science learning and are actively processing science ideas that motivate them to learn more” (Hackling, Byrne, Gower, & Anderson, 2015, p. 28). What are factors that negatively influence English speaking skills of non-English major students at Hanoi University of Technology? 2. Theoretical Background. Item 16 “Teachers ask us to make presentation in English language” and item 17 “Teachers use debatable topic to encourage discussions inside the class” received 55% and 67% of disagreement respectively. ii. Students feel uncomfortable, shy and afraid when speaking in front of the whole class since they fear criticism and losing face. This is in line with what Thanh-Pham [21] found when she investigated the barriers hampering the implementation of student-centeredness at Vietnamese higher institutions. teaching english grammar. 1. Comparative Teaching Methodologies. At the present time when there are radical changes in teaching, when radically revised the content and teaching methods appropriate it is high time to revisit the history of the methods of teaching foreign languages and the main trends of its development. Now no one doubts that the method of language teaching is a science. It also had a major influence on the language teaching methods that were to follow, and can still be seen in major or minor manifestations of language teaching methodology even to this day. Another factor that accounted for the method's popularity was the “quick success” it achieved in leading learners towards communicative competence.