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SCHOOL OF ARTS AND SOCIAL SCIENCES
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Universidad de El Salvador

Hacia la libertad por la cultura

RESEARCH REPORT

RESEARCH TOPIC:

Influence of teacher's class monitoring on students' oral participation in class in Advanced Intensive English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department, University of El Salvador.

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ABSTRACT

The current research project is focused on the influence teacher's class monitoring has on students' oral participation in class in Advanced Intensive English II courses from the English Teaching at the Foreign Language Department. Therefore, this project aims at finding out how the different monitoring strategies applied by teachers at the Foreign Language Department foster or inhibit oral class participation. The study will employ the exploratory research type, which enables the researchers to have a better understanding of the problem. Besides, in order to collect data from the population to be studied; the research team will make use of an interview, a survey, and an observation checklist. These instruments are specially designed to obtain students' and teacher's perceptions about the topic. At the end, it is expected to get and make available relevant information for future research projects, which may seek also for the improvement of language learning and teaching at the Foreign Language Department.

INTRODUCTION

There is plenty of methods and techniques that are essential in the process of teaching and learning in the English as a Foreign Language field, which allow students acquire competences and develop the four language skills (listening, speaking, reading, and writing). Although, some of the methods are still in discussion by experts, there is no doubt that those methods have had a tremendous influence on the process of learning the English language, either positive or negative. However, the researcher Era (2005) has demonstrated that when teachers monitor students' progress, students learn more, teacher decision making improves, and students become more aware of their own performance. But, what does “monitoring” mean? According to Cotton (1988), monitoring is defined as the ongoing, systematic collection of information to assess progress towards the achievement of objectives, outcomes and impacts on students’ learning. Therefore, this research main aim is focused on one of the practices or techniques that classroom management possesses; and it is “monitoring” and how it influences on students’ performance in the production of the language.

Moreover, this research project includes: *The research topic* which involves the basis of the research; *Statement of the problem* which provides the context for the research study and generates the questions which the research attempts to answer; *Objectives*: general and specific objectives which state the main goals of the research project; *Justification* with an explanation why the research topic was selected; *Research Methodology* that contains the research approach, type of study, research design, population, and sample procedure to carry out this project, as well as the research techniques and instruments for data collection; *Bibliographic* *References* that list

down the sources consulted to support and develop the research. *Timetable* that sets out the dates of research activities; and a *concordance table* which lays down the relationships among objectives, questions, variables and research instrument's sections and questions or items.

Thus, this study will employ the exploratory research type, which enables the researchers to gather qualitative input to explain and extend qualitative results in order to gain a comprehensive insight of the research. Furthermore, in order to obtain reliable data from the population to be studied; the research team will make use of a teacher's interview, a student's survey and an observation checklist that are described in detail later on in this research project.

I. RESEARCH TOPIC

Influence of teacher's class monitoring on students' oral participation in class in Advanced Intensive English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department, University of El Salvador.

II. STATEMENT OF THE PROBLEM

A. DESCRIPTION OF THE PROBLEM

Monitoring is a very important technique that teachers should master when teaching. It involves interaction between the teacher and the learners, as well as the uses of language. Moreover, monitoring students' learning obviously includes different kinds of activities which incidentally have either a positive or negative impact on students' behavior towards their learning. According to the literature review, teachers confirm the important

role that monitoring plays in students' learning; supervising and encouraging them through their learning process as needed; however, since there are not previous studies about this specific phenomenon at the Foreign Language Department to support this research, it can be said based on researchers educational experience that not all teachers care about how well or poorly students are doing, in some cases, they do not apply effective monitoring strategies to ensure that students are doing what they want them to do in terms of language mastery, as well as to identify what they have not yet acquired.

On the other hand, often times, feedback and monitoring strategies, when applied, are too direct, intrusive and threatening that instead of fostering class student's participation hinders it increasing student's inhibition, anxiety and lowering student's self-esteem. Thus, Horwitz (1986), in his article "Foreign Language Anxiety" argues that anxiety is quite possibly the personality factor that most obstructs the learning process, being a cause and a consequence of poor language learning. Moreover, Brown (1987), states that when teaching and learning a second language is important to examine human personality in order to find solutions to perplexing problems that might affect understanding. Likewise, Gardner (1989), in their research "Anxiety and Second-Language Learning" expresses that the inability either to express oneself or to comprehend another person in a second language leads to frustration and anxiety causing problems in the learning process. Evidently, all these systematic studies lead to a greater understanding about the role played by personality factors in second language learning.

Since, monitoring has been considered a significant aspect in the teaching-learning process, and most importantly, it is crucial for the good performance of students in order to develop the necessary competences and skills. Therefore, this research main aim is to

determine how teacher's monitoring students' involvement during class time influence their oral participation in the Advanced Intensive English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department. Consequently, it is expected that the findings of this study could contribute to a better understanding of the implementation of effective monitoring strategies to enhance students' oral communication skill.

B. OBJECTIVES

1. GENERAL OBJECTIVE

To determine how teacher's monitoring students' involvement during class time influence their oral participation in the Advanced English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department, University of El Salvador.

2. SPECIFIC OBJECTIVES

- a) To demonstrate how personality factors such as anxiety, inhibition, and self-esteem might influence on students' participation in class.
- b) To find out how the different monitoring strategies applied by teachers at the Foreign Language Department foster or inhibit oral class participation.
- c) To detect which are the most effective and less effective monitoring strategies teachers use to enhance student's participation in class.

C. RESEARCH QUESTIONS

1. GENERAL QUESTION

How does teacher's monitoring students' involvement during class time influence their oral participation in the Advanced English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department?

2. SPECIFIC QUESTIONS

- a) How do personality factors such as anxiety, inhibition, and self-esteem influence students' participation in class?
- b) How do the different monitoring strategies applied by teachers at the Foreign Language Department foster or inhibit oral class participation?
- c) Which are the most effective and less effective monitoring strategies to enhance student's participation in class?

D. RATIONALE

Being able to monitor students' progress is the cornerstone of good classroom management strategies, not only allows teachers to keep a close eye on students' performance throughout the teaching-learning process, but it also allows them to develop methods of probing students understanding. For instance, teachers should be aware of that effective monitoring takes place when they go around the class during, individual, pair and group work activities to ensure that students are doing what they want them to do. Therefore, one of the main purposes of developing this topic is to reflect on the different monitoring strategies teachers at the Foreign Language Department apply in their instruction, and how they enhance students' participation.

Furthermore, the focus of monitoring students' progress is to analyze their current performance level for a specific skill, and being speaking one of the most important skills to be developed in language learning and enhanced as means of effective communication, since it involves interaction between the teacher and the learners, and the uses of language. This research project is mainly aimed at describing how continuous monitoring, including assessment and professional timely feedback as part of it, can provide teachers insights into their students' performance in order to guarantee effective learning and enhance their participation in class.

Finally, considering there are no previous studies related to the topic at the Foreign Language Department, with this research project it is expected to provide with fundamental theory about the important role that applying good monitoring strategies plays in students' learning, and in that way contribute to the professional development of future teachers at the Foreign Language Department.

E. DELIMITATION OF THE PROBLEM

The present research will be carried out at the Foreign Language Department, School of Arts and Sciences at the University of El Salvador; Semester I-2020. The subject of the study will be the students and teachers from the English Teaching major who are taking Advanced Intensive English II courses.

III. FRAMEWORK

A. HISTORICAL FRAMEWORK

Along the history of foreign language teaching and learning, speaking has been considered as the most essential skill to be mastered for several reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researches. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language.

Thus, they define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire. However, speaking skill can be mastered with the help of teachers by means of the classroom management technique known as “monitoring”. Based on Kathleen Cotton (1988), monitoring are those activities pursued by teachers to keep track of students learning for purposes of making instructional decisions and providing feedback to students on their progress.

Consequently, those activities generally referred to the following teacher behaviors: *questioning students during classroom discussions to check their understanding of the material being taught; circulating around the classroom during seat work and engaging in one-to-one contacts with student about their work; assigning, collecting, and correcting homework, and recording completion; conducting periodic review with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding; administering and correcting tests; recording scores; reviewing student performance data collected and recorded and using this data to make needed adjustments in instruction.*

Likewise, monitoring is a continuous process by which stakeholders obtain regular feedback on progress towards achieving the milestones and results that often focuses on process, activities, inputs and outputs. Thus, monitoring student progress on a regular basis enables the teacher to analyze a student's level for a specific skill; as a result, teachers can provide students with assistance in achieving their personal academic goals.

According to Kathleen Cotton (1988), the practice of monitoring students learning as an essential component of high-quality education, the careful monitoring of student process is shown in the literature to be one of the major factors differentiating effective schools and teachers from ineffective ones. Indeed, those analyses which have sought to determine the relative effect sizes of different instructional practices have identified monitoring students' process as a strong predictor of student achievement.

Hence, what does "monitoring student learning" involve? The American Heritage Dictionary defines monitoring as keeping watch over; supervising and also gives another more specific meaning: Do scrutinize or check systematically with a view to connecting certain specified categories of data. As the term is used in educational settings, monitoring takes place in both of these settings and is closely connected with the related functions of record keeping, reporting, and decision making.

Shah (2001) noted that monitoring also facilitates and determines the effectiveness of the learning method used by educators because they can recognize the actual students' progress and they can change or adjust their techniques in order to help students in their process of learning (p.215).

Undoubtedly, throughout the history of education, a major concern of teaching English language for teachers has been monitoring students' progress during their courses to ensure their learning. Therefore, the researchers Nancy Safer and Steve Fleischman (2005), have demonstrated that when teachers monitor students' progress, students learn more, teacher decision making improves, and students become more aware of their own performance. Although, the practice of monitoring students' progress (then called curriculum-based measurement) was initially developed to assess the growth in basic skills of special education students, in today's education climate the implementation of this strategy helps teachers to identify those students who are at risk academically in order to adjust instructional strategies to better meet these students' needs.

Moreover, Shilibekova (2011), declared that the educational monitoring can be considered from the perspective of a system approach, due to its management field in which exists an interactive nature of external and internal factors, that is to say, monitoring the knowledge imparted by teachers and mastered by pupils. However, monitoring is often carried out as a vague listening and looking exercise by the teacher, and sometimes not done at all, whereas in fact effective monitoring is a skill that needs to be developed if learners are to fully benefit from activities, particularly, those in which students have the opportunity to express their ideas.

For instance, to implement the practice of monitoring, the teacher determines a student's current performance level on specific skills, identifies academic goals that students need to reach by the end course, and establishes the rate of progress students must make to meet those goals. Indeed, in recent years some researchers have determined that monitoring leads to conclusions about the extent of success or improvement, and allows for explanations

about the lack of improvement. Hence, when teachers help students reflect on and monitor their involvement towards achieving their learning goals, they are asking students to think about their own learning.

Furthermore, Kovalenko (2012) also confirmed the importance of monitoring during the educational process, because of monitoring should be regarded as a universal type of activity which is impartial to the content of its subject, and is aimed at constant of phenomena taking place in the real environment. Finally, Era (2019), reported that with ongoing monitoring of the students during speaking activities, teachers can establish an achievable and individual rate of progress for each student, or intervene when is required.

B. THEORETICAL FRAMEWORK

The main purpose of teaching speaking to English as a Foreign Language learner is to improve learners' spoken communication skill, so they are able to express themselves using the target language appropriately based on the context which they need. Furthermore, it is known that speaking English nowadays is essential, since it is globally recognized as the lingua franca in almost all fields. Knowing that speaking is an activity used by someone to communicate with other(s), that it takes place everywhere and has become art of our daily communication activities, he or she interacts and uses the language to express his or her ideas, feelings and thoughts, and also shares information with other people.

Subsequently, monitoring students is important for the production of language which is the main objective in English as a Foreign Language classroom. Bygate (1997) says that speaking is an activity which involves the areas of knowledge, and the mechanics such as: pronunciation, grammar, and vocabulary. It is the use of the right words, in the right order,

with the right pronunciation, and the functions are transaction, and interaction which means knowing the clarity of message as an essential part of learning. Thus, if teachers want English as a Foreign Language learner to be fluent and good at speaking, it is important to monitor and encourage them to practice in order to improve target language use.

Consequently, it is important to elevate the student's awareness and introduce them to the great importance that speaking skill has in developing their target language proficiency. The importance of the speaking skill is enormous for the learners of any language. It promotes communicative efficiency; teachers want students to be able to use language fluently and correctly as much as possible.

Besides, it is apparent that there is not a great variety of speaking activities applied by teachers in order to develop students' oral communication. Assessment of the speaking skill is widely regarded as one of the most difficult and challenging of all language skills assessment. Teachers do not know exactly which elements of speech should they consider in assessing learners' speaking skill, since they must be measured in live interactions and because spoken communication involves different elements to construct effective communication.

Monitoring goes on all the time, but particularly during speaking activities when the teacher is concerned with the general assessment of learners' performance in relation to general progress or recent language and skills development. Hence, monitoring of individual learners takes place during written practice exercises, when the aim is to point out errors and encourage self-correction, guided practice activities, particularly of the pair work format, are monitored for accuracy, while less guided group work activities are monitored for task achievement and fluency.

In particular, monitoring also includes different activities such as monitoring seatwork and homework, monitoring as a part of classrooms reviews and other learning probes. First, monitoring seatwork involves teachers moving around the classroom, being aware of how well or poorly students are progressing with their assignments. Teachers usually have systematic procedures for supervising and encouraging students while they work. Hence, they initiate and have more substantive interactions with students, working one-to-one as needed and giving extra time and attention to students they believe need extra help during seatwork periods. Second, the use of homework assignment, like many educational practices, builds a significant and positive relationship to achievement. For instance, homework provides beneficial results when assignments are closely tied to the subject matter currently being studied in the classroom and when they are quickly checked and returned to students.

Consequently, some researches indicate that those students who are assigned regular homework have more positive attitudes toward school, toward the particular subject areas in which homework is assigned, and toward homework itself, than students who have little or no homework. Third, conducting periodic reviews with students to check their knowledge and understanding of the learning material, as part of monitoring activities have a beneficial effect on their achievement. Daily, weekly and monthly reviews can all enhance the learning of new material, and if they incorporate questioning and other learning probes, can call attention to areas where reteaching is needed.

Therefore, the term "learning probe" refers to a variety of ways that teachers can ask for brief student responses to lesson content in order to determine their understanding of what is being taught, as well as their ability to express themselves. Thus, Cotton et al. (1988),

declared that questions to the class, quizzes, and other means of calling upon students to demonstrate their understanding are effective methods used by teachers to find out if their instruction is working or if it needs to be adjusted in some way.

Likewise, there are different ways to be sure that students have the correct understanding of the material being taught, but one effective way of checking this process is by using the method of monitoring during students are learning. Another strategy is self-monitoring, it requires time and practice because students do not see that it is their role to check their output for them is the teacher to make the corrections, so the teacher can teach them to listen to themselves and understand that not all the errors need to be corrected during the guided activities.

Darn (2011), declared that monitoring may be general or multipurpose, focusing on one or more of the following aims:

- a) **Being aware of the whole class:** the teacher should always be aware of how the class is getting on, whether the pace is too fast or too slow, and which students may need individual attention.
- b) **Listening for errors in the target language:** during guided practice activities. Correction is required during guided practice activities, since these are usually accuracy-based activities.
- c) **Assessing both individuals and the whole class:** monitoring provides clues to individual and group difficulties and progress. In this respect, monitoring is a kind of ongoing needs analysis. All students should receive some attention, even if it is only a few words of encouragement.

- d) **Adding input:** Particularly in fluency activities, learners may not be able to sustain output. The role of the teacher here is to feed in language and ideas when appropriate to keep the activity alive.
- e) **Assessing the development of fluency:** this involves monitoring from a distance, and the role of the teacher is often to take notes about common errors to be dealt with in a delayed correction slot, as well as mentally noting the use of target language in a freer context.
- f) **Assessing the task:** some activities work better with one class than another, others are being tried out for the first time. Monitoring offers the teacher the opportunity to assess the success of an activity and to get feedback from the learners.
- g) **Planning:** monitoring facilitates decision-making in terms of what to do next, whether to modify the original or future lesson plan.

Considering these definitions, we turn to the importance of speaking activities in classrooms. Graham (2007), explains that most learners believe that the important goal in learning English is how to be able to sustain the flow of conversation orally. Besides, Rohman (2012), states that by mastering the speaking skill, learners can actively get involved in the run of conversation as well as reciprocating the information with others. Therefore, speaking activities should be carried out in the class.

Along the time, personality factors have been a topic under investigation in the learning process of a new language. Consequently, Carl Rogers (1959) was the pioneer of the Humanistic Psychology, which emphasizes the active role of the individual in shaping their internal and external worlds. Rogers advanced the field by stressing that the human person is an active, creative, experiencing being who lives in the present and subjectively responds

to current perceptions, relationships, and encounters. He coined the term *actualizing tendency*, which refers to a person's basic instinct to succeed at his or her highest possible capacity.

Nevertheless, there are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. Inhibition is the first problem that students encounter in class, when they want to say something in the classroom they are sometimes inhibited, they are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. According to H. Douglas Brown (1987), the most fundamental side of human behavior is the affective domain that includes the manner in which people deal with things emotionally, and it may be juxtaposed to the cognitive side. Therefore, the development of affective states involves a variety of personality factors that highlight the way in which we feel about ourselves and about others with whom we come into contact.

Littlewood (2007), expressed that a language classroom can also create inhibitions and apprehension for the students. The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. Baker and Westrup (2003) stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

Likewise, learners' speaking competence is influenced by affective factors like anxiety and self-esteem; they have a huge impact on learners' oral proficiency, and obstruct their learning process. Since risk taking is viewed as an essence for successful learning of a second language, EFL learners should be motivated enough during classes to speak and improve their speaking competence gradually. However, when monitoring students during speaking activities, teachers should pay attention to the fact that every learner enters any learning and communicative environment with his or her entire personality additionally shaped by their prior learning and communicative experiences, both positive and negative, and being aware of this truth is crucial as teachers meet students with good or very good knowledge of English who have difficulties when speaking. The only logical explanation of this situation is that they are not sufficiently trained in speaking, they lack of monitoring while developing speaking activities, and they are not given the opportunity to practice.

Furthermore, Scovel (1978), states that all people have experienced feelings of anxiousness and second language learning is not the exception to a long list of complex tasks that are susceptible to our human anxieties. The research on anxiety suggests that, like self-esteem, anxiety can be experienced at various level and teachers in the classrooms should try to determine whether a student's anxiety stems from a more global trait or whether it comes from a particular situation at the moment. Therefore, based on Guiora (1972), anxiety is truly debilitating; both too much and too little anxiety may hinder the process of successful second language learning. In addition, learners with weaker self-esteem maintain walls of inhibition to protect what is self-perceived to be a weak or fragile ego, or a lack of self-confidence in a situation or task.

According to Peter D. MacIntyre, and Robert. C Gardner (1989), in their research “Anxiety and Second-Language Learning: Toward a Theoretical Clarification” express that the inability either to express oneself or to comprehend another person in a second language leads to frustration and anxiety causing problems in the learning process, students are insecure about themselves and the potential they have to offer, everybody is capable of doing many things but it depends on the credibility they have on it and it has to do with the fact on how teachers give feedback to their students. Besides, according to Worde (1998), one third to one half of students examined reported experiencing debilitating levels of language anxiety. the difficulty level of foreign language classes, personal perception of language aptitude, certain aspects such as fear to publicly speaking and stressful classroom experiences are all possible causes of anxiety leading with the issue of students not wanting to participate and creating a gap in their learning process.

Undoubtedly, research has shown that anxiety is not uncommon in almost all disciplines of learning. Recently, Cassady (2010), introduced the term academic anxiety as “a unifying formulation for the collection of anxieties learners experience while in schools”. While it seems that there is some commonality in terms of the nature and consequences of anxiety, the type of anxiety triggered in and suffered by learners from each specific discipline is, to a certain extent, unique to that specific discipline. Foreign language anxiety (FLA) is one such unique type of anxiety. There is a considerable body of research indicating that foreign language anxiety is not merely an abstract construct studied by theorists or by researchers under laboratory on induced-anxiety conditions, but a reality for many students (Gardner, 1994).

In terms of definition, several researchers have offered definitions of foreign language anxiety. Clement (1980), defined foreign language anxiety as a complex construct that deals with learners' psychology in terms of their feelings, self-esteem, and self-confidence. Emphasizing the distinctive feature of FLA, Young (1992), defined it as a complicated psychological phenomenon peculiar to language learning. More specifically, MacIntyre and Gardner (1994), defined FLA as the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language (MacIntyre, 1999). Similarly, Zhang (2001), defined anxiety as the psychological tension that the learner goes through in performing a learning task. These definitions, in fact, are built around the claim made by Horwitz and Cope (1986), that FLA is a unique type of anxiety specific to foreign language learning.

Additionally, self-esteem is probably the most pervasive aspect of any human behavior, it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. Adelaide Heyde (1979) studied the effects of the three levels of self-esteem of performance of an oral production task by American college students learning French as a foreign language. She found that all three levels of self-esteem correlated positive with performance on the oral production measure, with the highest correlation occurring between task self-esteem and performance on oral production measures. This finding suggests that teacher really can have a positive and influential effect on both linguistic performance and the emotional well-being of the student.

Moreover, the EFL learners face many problems in engaging in speaking activities either inside or outside the classroom. Snell (2010), states that a common problem for EFL learners is dealing with a passive class, where learners are unresponsive and avoid interaction with the teacher and other learners. Learners' problems in speaking always occur in every speaking activity for example; Brown (2007) commented that one of the more complicated problems of foreign language learning and teaching has been to define and apply the construct of motivation in participating to the interaction. In order to motivate the learners to engage in speaking activities or interaction outside the classroom, school parties or teachers must create school environment which enable the learners interact to use English in real communication and learners' opportunities for exposure to the target language and for language practice.

Having said that, the main objective of teaching English is to enable students to use the four language skills effectively. As teachers, it is indistinguishable whether students are able to use the language properly unless it is produced, either verbally or composed. Therefore, through pair-work interaction, it is believed that teachers have more control to monitor students' involvement in speaking activities compared to individual work or group work where some students may dominate the interaction episode while others may be apathetically passive (Jones, 2007). Nonetheless, pair-work task is expected to increase students' knowledge and to reduce monotony in the learning and teaching process.

Teachers as facilitators and monitors (Richards, 2006) are required to monitor and create communicative and interactive activities by giving students a great deal of opportunities to practice the target language. Likewise, recounts from previous studies illustrate that students feel comfortable working, interacting and making mistakes with their partners

rather than with their teachers, and corrective feedbacks from peers are found to be less daunting than the correction by teachers (Westbrook, 2011).

Let's take a quick look at another aspect of monitoring in language learning known in the field as feedback. Hattie and Yates (2014), defined feedback as "information allowing a learner to reduce the gap between what is evident currently and what could or should be the case". Feedback is one of the attributes of effective monitoring. Therefore, providing feedback to students lets them know how they are doing and helps them to correct errors of understanding and fill in gaps in knowledge. Subsequently, feedback can help not only teachers, but also students through the monitoring process, since it explains how successful or unsuccessful a student is at a given topic, and it provides them the opportunity of self-assessment and correction in order to improve their performance.

According to Narciss (2012), feedback is all post-response information which informs the learner on his/her actual state of learning or performance in order to regulate the further process of learning. This information can be provided by external sources of information: teachers, peers, parents, computer-based trainings, and also by internal sources of information; information perceivable by the learner while task processing, as a result of that corrective information, a learner can look up the answer to be able to evaluate and monitor his/her own learning process. Thus, feedback is a consequence of performance, (Hattie and Timperley, 2007:81), which means that effective feedback should be guiding, explanatory, and encouraging, and it should help students find their mistake and evaluate their own development process.

It can be concluded that speaking is an oral expression of an active process of constructing meaning which involves phonological and grammatical system and requires the ability to manage speaking, and it is also important to know that the practice of monitoring is an essential classroom management technique that plays an important role on students' learning in the EFL field when developing speaking activities, since it supports students' learning in such a way that no other activity could. For such a reason, the use of this classroom management technique allows teachers to generate some opportunities to help students by providing assessments and feedback in order to go deeper into the process, and witness the evolution they have in learning, especially in their speaking performance. Likewise, by doing the practice of monitoring teachers can identify what students have not yet acquired, so that they can assist learners to develop and improve their speaking performance through activities that focus their attention on language, skills and strategies which are an important part of learning a foreign language.

C. KEY TERMS DEFINITIONS

- **Accuracy:** refers to how correct learners use of the language system is, including their use of grammar, pronunciation and vocabulary.
- **Anxiety:** a feeling of fear students might go through whenever their oral participation is asked. The most common indicators are: nervousness, restlessness, sweating, and trembling.
- **Assessment:** wide variety of methods or tools that educators use to evaluate and measure students' learning progress, skill acquisition or educational needs.

- **Feedback:** information provided to a learner to reduce the gap between current performance and a desired goal.
- **Inhibition:** conscious or unconscious restraint to participate in class. The most common indicators are: shyness, introvert, and unwillingness.
- **Learning probes:** Techniques which help teachers to ascertain whether or not students understand a lesson. Questioning is an example of such technique.
- **Monitoring:** activities pursued by teachers to keep track of students learning for purposes of making instructional decisions and providing feedback to students on their progress.
- **Performance:** extent to which students have achieved their educational goals. Not only reflects the main output of the learners but also it helps teachers to see student's progress in their learning process.

IV. TYPE OF STUDY

This research will be conducted by means of an exploratory research that aims at exploring and understanding what is happening, looking for new insights, asking questions, and assessing the phenomenon being investigated. Hence, exploratory research is the process of investigating a problem that has not been studied or thoroughly investigated in the past. It is usually conducted to have a better understanding of the existing problem. Consequently, in this type of study, the process of the research varies according to the finding of new data or insight.

V. RESEARCH DESIGN

A. NON-EXPERIMENTAL CROSS-SECTIONAL DESIGN

To carry out this project researchers will use the non-experimental cross-sectional research design because the phenomenon under study will be analyzed in its real setting without any intervention or manipulation and data will be collected just once a given point in time out of sample population.

VI. POPULATION AND SAMPLE

A. POPULATION

This study took place at the Foreign Language Department of the University of El Salvador. Therefore, in this research, the population selected were 123 students from the English Teaching major who belong to four groups of Advanced Intensive English II courses, semester I-2020. Likewise, the teachers' in charge of the Advanced Intensive English II courses from the English Teaching major were taken as the population.

B. SAMPLE

In this study, the researchers used the stratified random sampling technique to select those students who were going to complete the survey. This type of sampling involves the division of the population into smaller groups known as strata; the strata are formed based on members' shared attributes or characteristics. Hence, the criteria to select the sample from the population will be the age. To calculate the sample, the formula for finite population has been used in the way it is expressed above. Consequently, from a population

of 122 students enrolled in the Advanced Intensive English II course, 54 students were selected.

1. STUDENTS' SAMPLE

CACULATING SAMPLE SIZE (FINITE POPULATION)

Formula:

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{(N - 1) e^2 + z^2 \cdot p \cdot q}$$

Substituting the formula:

$$n = \frac{(1.96)^2 (0.5) (0.5) (123)}{(122 - 1) (0.1)^2 + (1.96)^2 (0.5) (0.5)}$$

$$n = \frac{(3.8416) (30)}{(121) (0.01) + (3.8416) (0.25)}$$

$$n = \frac{118.1292}{1.21 + 0.9604}$$

$$n = 54.42 \quad n = 54$$

Where:

N= size of the population

z= statistical confidence level (95% = 1.96)

p= success

q= failure

e= sampling error

CALCULATING STRATA

Formula:

$$fh = \frac{n}{N} = x$$

Substituting the formula:

$$fh = \frac{54}{122} = 0.4426$$

Where:

n= size of the sample

N= size of the population

Advanced Intensive English II groups.	Total population (fh)=0.4390	Sample
Group 1	33	15
Group 2	30	13
Group 3	26	11
Group 4	33	15
	N=122	n=54

In order to know how many students of the sample were going to be selected out each group, the total of the subpopulation was multiplied by this constant fraction (0.4426).

2. TEACHER'S SAMPLE

The four teachers in charge of the courses taken as the population were chosen to collect the qualitative data. Therefore, to select these teachers who were going to take part in the interview, as well as the class observations the purposive nonrandom sampling procedure was used.

Criteria for selecting teachers' sample	
Teachers from the English teaching major	They are teaching classes/groups out of which students' sample is taken out.
	They can provide reliable and useful information for the development of the research.
	The class schedule is accessible for the researchers to develop the class observations.
	Teachers know about the topic under study and have a lot of experience teaching at the Foreign Language Department.
	They show optimism and willingness to collaborate with researchers, therefore, gathering data will be feasible.

VII. DATA GATHERING PROCESS

A. QUALITATIVE/ QUANTITATIVE RESEARCH TECHNIQUES

The main research techniques to gather qualitative and quantitative data were an interview, a survey, and an observation checklist. First of all, the selected students filled out a quantitative survey as part of the research project, such instrument was developed online. To conduct it, researchers got in contact with the participants via email. Thus, the survey contained a variety of close-ended questions; students selected the option that best matches with their opinion by means of a rating scale. The purpose of such survey was to collect the necessary information to answer the general research question.

Likewise, the second instrument which is the qualitative interview was addressed online. To conduct the interview, the researches got in contact with the four teachers in charge of the Advanced Intensive English II courses to schedule an online meeting, which was recorded to facilitate the interpretation of the information provided. Such interview contained different opened-ended questions in order to collect their opinions and experiences along their teaching instruction regarding the topic being investigated.

Finally, the observation checklist was administered to the four Advanced Intensive English II groups. This useful tool helped the researchers to gather and accumulate information carefully and systematically without intervening about or manipulating it. Therefore, this instrument was administered online, researchers observed every group class in two different periods with the purpose of gathering more reliable data at any given time. The objective of such instrument was to gather evidence from two different perspectives; students' perspectives and teachers' perspectives.

B. QUALITATIVE/ QUANTITATIVE RESEARCH INSTRUMENTS

INSTRUMENT 1



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGE DEPARTMENT



Interview addressed to teachers in charge of Advanced Intermediate English II courses.

General objective: To determine how teacher's monitoring students' involvement during class time influence their speaking participation in the Advanced English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department.

Direction: Based on your experience at the Foreign Language Department of the University of El Salvador teaching Advanced English courses answer the following questions.

QUESTIONS

Monitoring techniques

- 1) What are some of the most useful monitoring techniques do you apply in class?
How often do you apply them?
- 2) Do you ask for brief student responses to lesson content in order to determine their understanding of what is being taught, as well as their ability to express themselves?
- 3) In which stage do you provide feedback to your students, before, while, or after the class? Why?
- 4) How do your students respond to feedback? Are they more likely to participate or there is not more participation at all after receiving it?

- 5) When students are working on a given activity, do you move around the classroom to check if they are doing what they are supposed to?

Class participation/activities

- 6) Do you consider class participation increase students' ability to improve the language?
- 7) How do you encourage students to participate in class?
- 8) In your opinion, what are the main reasons students remain silent when their participation is asked?
- 9) What is your opinion about this statement? "The purpose of monitoring classrooms activities is to help students become aware of their speaking performance"?
- 10) Do you consider those students who have speaking proficiency problems is because of in previous courses they lacked of monitoring while developing speaking activities?

Personality factors

- 11) In your opinion, how do personality factors (anxiety, inhibition, low self-esteem) inhibit students to participate in class?
- 12) Have you ever noticed some anxiety indicators (sweating, nervousness, trembling) in your students when they are asked to participate?

INSTRUMENT 2



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGE DEPARTMENT



Survey addressed to students who are taking Advanced Intermediate English II course.

General objective: To determine how teacher's monitoring students' involvement during class time influence their speaking participation in the Advanced English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department.

Directions: Please indicate your level of agreement or disagreement with the following statements selecting the answer that best matches with your opinion.

Monitoring techniques

- 1) Do you believe your teacher should monitor every single activity in order to evaluate your speaking performance?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 2) Do you consider your teacher should always provide you comments about how well or poorly you are using the language?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 3) Does the practice of feedback from your teacher help you find your mistakes at the moment you produce the language?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 4) Does your teacher create communicative and interactive activities for you to practice the target language?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 5) When working in a specific activity, does your teacher move around the classroom to check if you are doing what you are supposed to?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 6) When checking homework, does your teacher make notes in your papers to point out errors and the way to improve them?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 7) Does your teacher ask you for brief responses about lesson content in order to determine your understanding of what is being taught?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

Class participation/activities

- 8) Does your teacher create a good classroom environment in order to promote your participation in class?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 9) Do you consider that with the teacher involved in students' speaking activities as if s/he were another student increases your confidence to participate and practice the language?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 10) During speaking activities does your teacher provide you with enough time for language practice?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

Personality factors

11) Do you believe personality factors such as anxiety, inhibition and low self-esteem might obstruct your oral proficiency?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

12) Have you ever felt worried about making mistakes and fearful of criticism when you are asked to participate in class?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

13) Do you think those students who refused to participate in class are the ones who went through an embarrassing situation when receiving feedback?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

14) Do you consider learning the accurate use of grammar and vocabulary should facilitate the progress in your speaking accuracy?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

INSTRUMENT 3



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



Observation checklist for online classes

General objective: To determine how teacher's monitoring students' involvement during class time influence their speaking participation in the Advanced English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department.

Instructions: While observing the class, put a check in the appropriate column, and finally write any comments you want to make about it.

Category	Response			Comments
	Yes	No	Neutral	
Class monitoring				
Instructor encourages students to share audio and video when is required.				
Instructor restrict students' audio to minimize surrounding noise.				
Instructor enables students to use chat as a communication tool.				
Instructor volume, pace, and diction allow students to follow the class session.				
Class participation				
Instructor encourages students' participation.				
Instructor encourages interaction between students.				
Instructor uses practices that increase students' motivation.				
Instructor asks questions to monitor student understanding.				
Students hesitate to participate when they are asked to.				
Students show nervousness and anxiousness when participating.				
Feedback				
Instructor provides students constructive and encouraging feedback on how to improve their comprehension or performance in class.				
Instructor provides information to students about their performance on class activities.				
Instructor provides non-constructive and/or discouraging feedback.				
Instructor reviews or mentions prior class material.				
Instructor responds respectfully to student lack of knowledge or understanding.				
Students ask for clarification when they have doubts.				
Students feel willing to participate after receiving feedback.				

C. DATA GATHERING PLAN

After selecting the participants who were going to take part in the research project an interview, a survey, and an observation checklist were administered to students from the Advanced Intensive English II courses, and teachers in charge of those groups. These instruments aimed at collecting useful data in order to determine how teachers' monitoring students' involvement during class time influence their speaking participation.

INSTRUMENT	PARTICIPANTS	WEEK	FORMAT	RESEARCHERS
PILOT STUDY	Students who are taking Advanced Intensive English II courses at the Foreign Language Department. They will be chosen randomly.	Second week of May	Online	Elizabeth Abarca Yanira Rivera Heissy Delgado
INTERVIEW	Teachers in charge of the Advanced Intensive English II course from the English teaching major.	Fourth week of May	Online	Elizabeth Abarca Yanira Rivera Heissy Delgado
SURVEY	Fifty four students from the Advanced Intensive English II course from the English teaching major.	First and second week of June	Online	Elizabeth Abarca Yanira Rivera Heissy Delgado
OBSERVATION CHECKLIST	Fifty four students from the Advanced Intensive English II course from the English teaching major, and the teachers in charge of those groups.	Third and fourth week of June	Online	Elizabeth Abarca Yanira Rivera Heissy Delgado

VIII. DATA GATHERING PROCESS

A. QUALITATIVE/ QUANTITATIVE DATA ANALYSIS PROCEDURE

When analyzing the data researchers applied a variety of classificatory metrics by which mixed methods research can be described. The basic premise of this methodology is that such integration permits a more complete utilization of data than do separate quantitative and qualitative data collection and analysis.

The qualitative data gathered from the interviews was analyzed in several steps. First, having audio recorded all interviews, researchers proceeded to transcribe the audio data and read the transcripts one by one in order to gain detailed insights of the topic being explored. Second, when transcripts were analyzed, the researchers developed a data coding system to label relevant words, phrases, sentences or sections. Third, the researchers proceeded to create categories by bringing several codes together, besides those categories were labeled by deciding which were the most relevant and how they were connected to each other.

On the other hand, the quantitative data gathered from the surveys was analyzed by means of descriptive statistics which were used to describe the basic features of the data. It provides simple summaries about the sample and the measures, together with simple graphics analysis. Therefore, the researchers attempted to convey the essential characteristics of the data by arranging it into a more interpretable form, by forming frequency distributions and generating graphical displays which show the frequencies and shapes that characterize a quantitative variable. Likewise, the data gathered from the checklist observation was analyzed, interpreted and reported by means of descriptive statistics.

B. DATA ANALYSIS PLAN

After gathering all qualitative and quantitative data, researchers proceeded to narrow all the information down and analyzed the results gotten regarding how teacher's monitoring students' involvement during class time influence their speaking participation. Since the mixed method was developed, the data was analyzed separately, the qualitative and quantitative data.

INSTRUMENT	PARTICIPANTS	WEEK	FORMAT	RESEARCHERS
INTERVIEW	Teachers in charge of the Advanced Intensive English II course from the English teaching major.	Third and fourth week of June	Transcripts	Elizabeth Abarca Yanira Rivera Heissy Delgado
SURVEY	Fifty-four students from the Advanced Intensive English II course from the English teaching major.	First and second week of July	Graphics	Elizabeth Abarca Yanira Rivera Heissy Delgado
OBSERVATION CHECKLIST	Fifty-four students from the Advanced Intensive English II course from the English teaching major, and the teachers in charge of those groups.	Second and third week of July	Graphics	Elizabeth Abarca Yanira Rivera Heissy Delgado

IX. DATA ANALYSIS

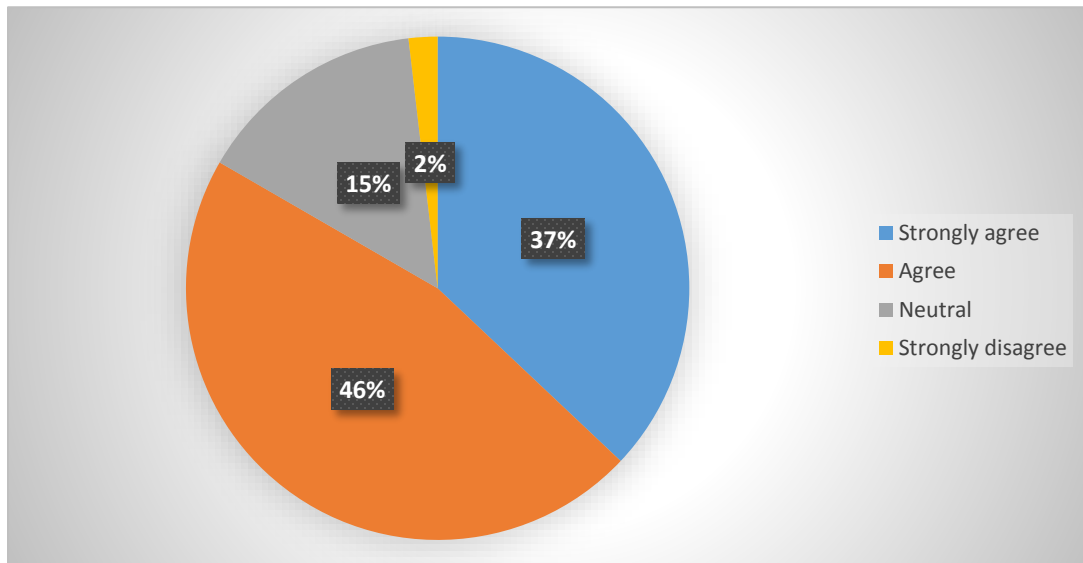
A. QUANTITATIVE ANALYSIS

1. UNIVARIATE ANALYSIS

Graph 1

Do you believe your teacher should monitor every single activity in order to evaluate your speaking performance?

Scale	Total	Percentage
Strongly agree	20	37%
Agree	25	46%
Neutral	8	15%
Disagree	0	0
Strongly disagree	1	2%



Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

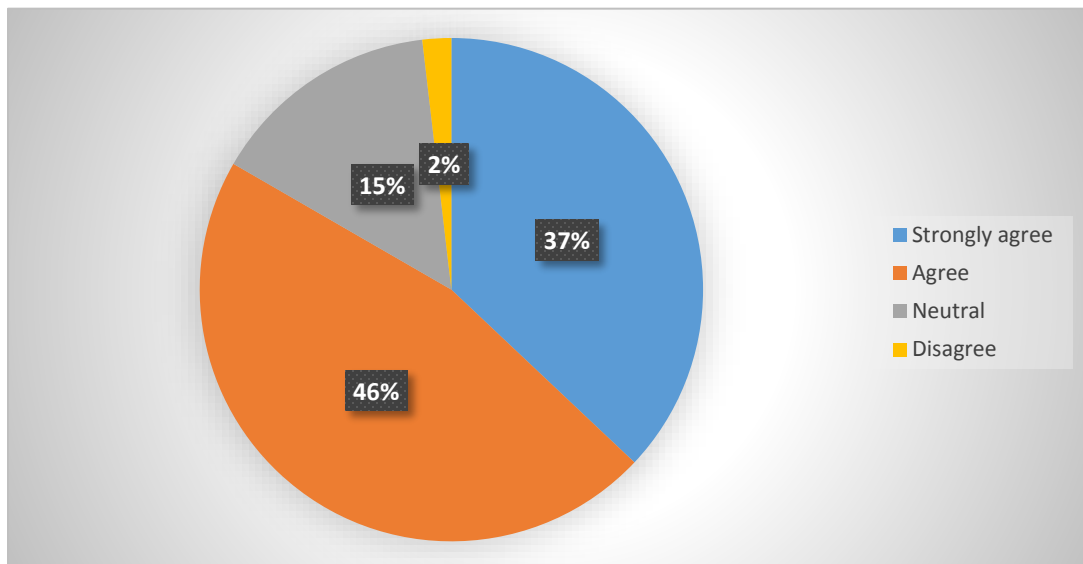
The graphic shows that 37% of the students strongly agreed with the fact that their teacher should monitor every single activity in order to evaluate their speaking performance, while a majority of 46% just agreed. However, 15% of the students declared their opinion as neutral, neither agree nor disagree. Moreover, a minority of 2% students strongly disagreed.

The findings determined that most of the students considered that being monitored by their teacher at the moment they perform a specific activity is essential to evaluate their speaking performance.

Graph 2

Do you consider your teacher should always provide you comments about how well or poorly you are using the language?

Scale	Total	Percentage
Strongly agree	20	37%
Agree	25	46%
Neutral	8	15%
Disagree	1	2%
Strongly disagree	0	0



Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

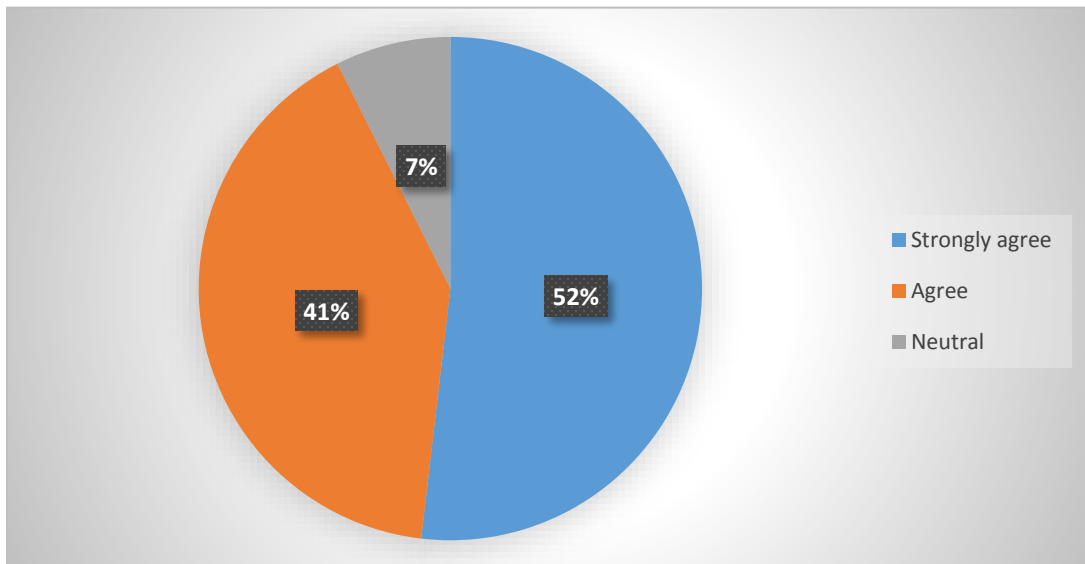
This question aims at determining if students consider their teachers should always provide them comments about how well or poorly, they are using the language. Therefore, 37% of the students strongly agreed, and a majority of 46% agreed. Otherwise, just 15% of students declared their opinion as neutral and a minority of 2% disagreed. It can be noted that a

strong majority of students considered their teachers should let them know the things they are doing right, as well as the thing they can improve to perform better.

Graph 3

Does the practice of feedback from your teacher help you find your mistakes at the moment you produce the language?

Scale	Total	Percentage
Strongly agree	28	52%
Agree	22	41%
Neutral	4	7%
Disagree	0	0
Strongly disagree	0	0



Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

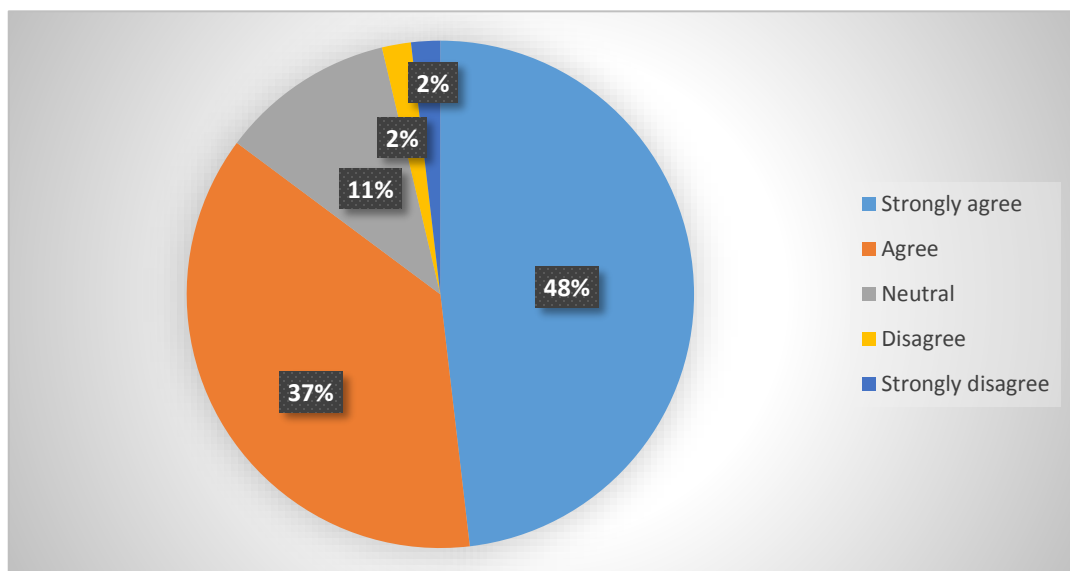
This graphic represents how the practice of feedback from teachers help students to find their mistakes at the moment they produce the language. Hence, a majority of 52% students strongly agreed, whereas 41% of students agreed. Otherwise, a minority of 7% students stated their answers as neutral, neither agree nor disagree. This particular result reached a

maximum of positive opinions, consequently most students considered that the practice of feedback from their teacher plays an important role to identify and correct their mistakes when communicating during class.

Graph 4

Does your teacher create communicative and interactive activities for you to practice the target language?

Scale	Total	Percentage
Strongly agree	26	48%
Agree	20	37%
Neutral	6	11%
Disagree	1	2%
Strongly disagree	1	2%



Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

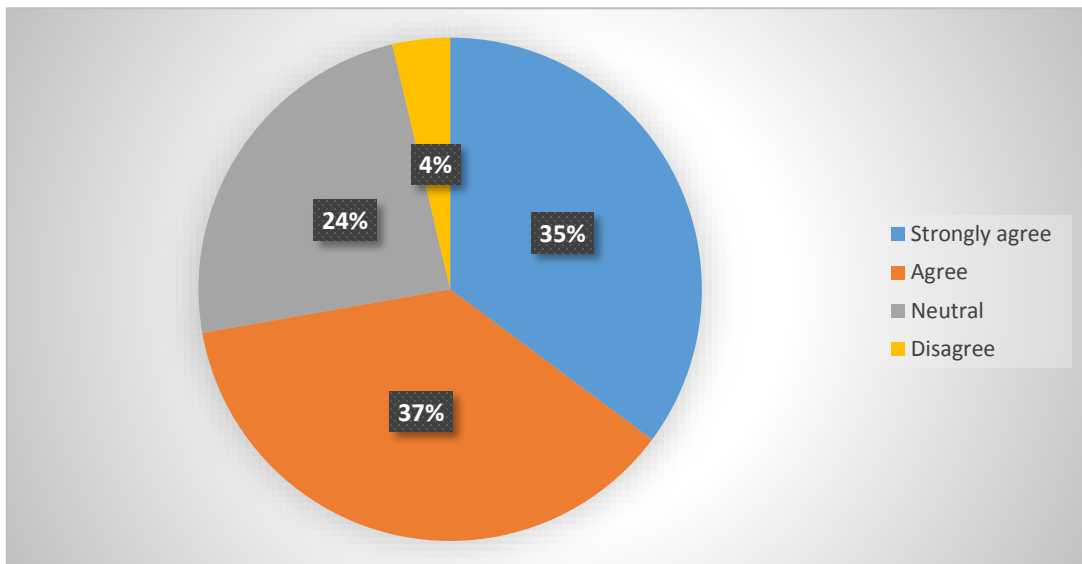
This question aims at determining whether teachers create communicative and interactive activities for students to practice the target language or not. Therefore, as the graphic shows, a majority of 48% students strongly agreed, and 37% of them just agreed. However

11% of students stated their opinion as neutral. On the other hand, disagree and strongly disagree got 2% of students' responses, being a minority. The findings proved that most of the teachers create communicative and interactive activities during class in order to increase students' opportunities to practice the language.

Graph 5

When working in a specific activity, does your teacher move around the classroom to check if you are doing what you are supposed to?

Scale	Total	Percentage
Strongly agree	19	35%
Agree	20	37%
Neutral	13	24%
Disagree	2	4%
Strongly disagree	0	0



Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

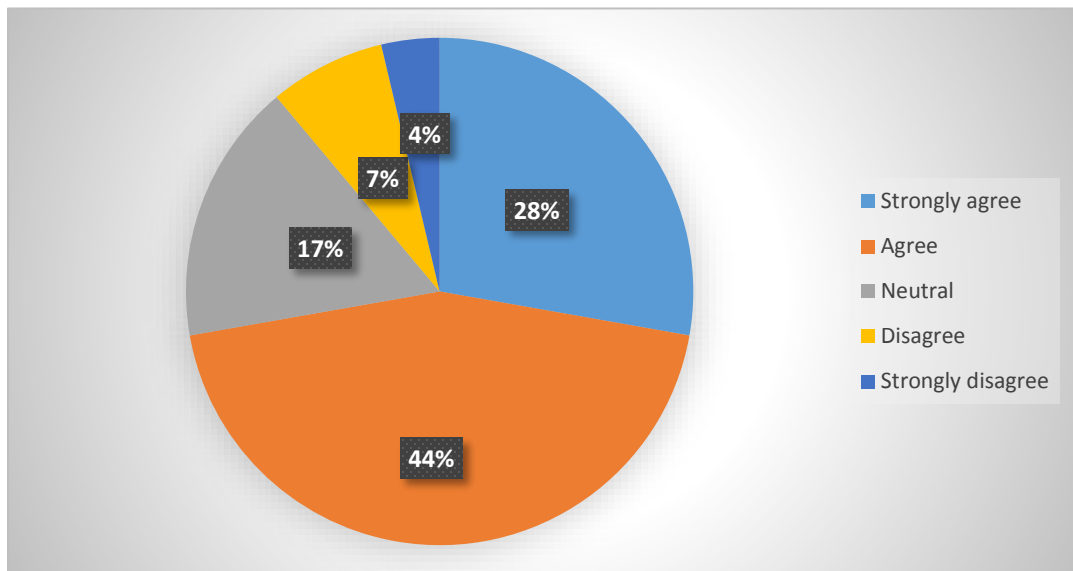
This question aims at determining whether or not teachers move around the classroom to check if their students are doing what they are supposed to. Therefore, 35% students

strongly agreed, and a majority of 37% students just agreed. On the other hand, 24% of them stated their opinion as neutral, neither agree nor disagree, and just a minority of 4% students disagreed. The findings of this question reveal that most of the teachers take the time to observe if their students are focusing on what they have to during class.

Graph 6

When checking homework, does your teacher make notes in your papers to point out errors and the way to improve them?

Scale	Total	Percentage
Strongly agree	15	28%
Agree	24	44%
Neutral	9	17%
Disagree	4	7%
Strongly disagree	2	4%



Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

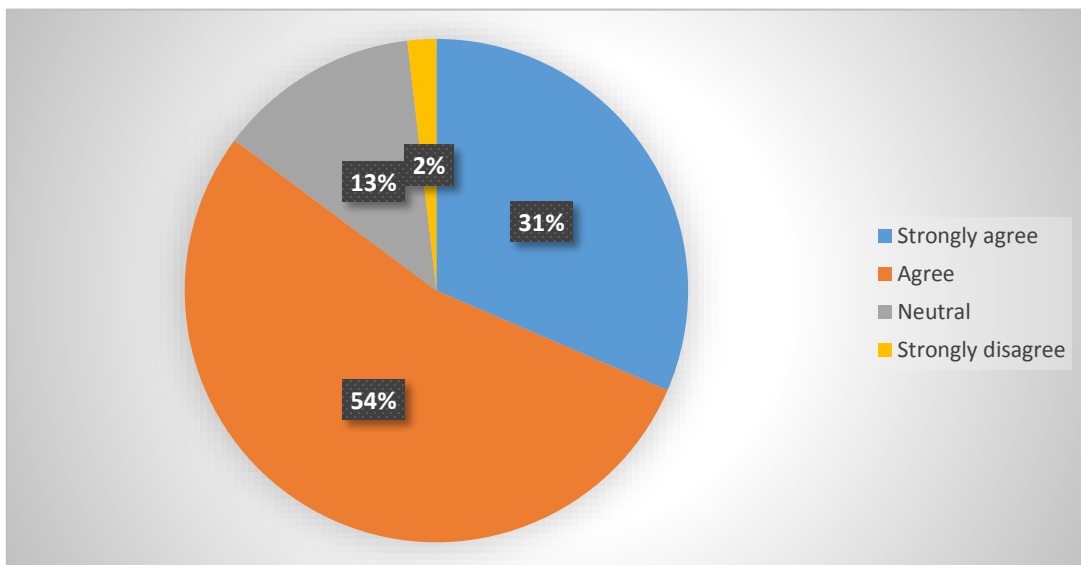
In the case of checking homework, 28% of students strongly agreed with the fact that their teachers make notes in their papers to point out errors and the way to improve them, while a

majority of 44% students just agreed. In addition, 17% of students stated their opinion as neutral, neither agree nor disagree, just 7% of students disagreed and a minority of 4% students strongly disagreed. It can be seen that a strong majority of students considered that their teacher takes time to revise their homework assignments and provide writing feedback.

Graph 7

Does your teacher ask you for brief responses about lesson content in order to determine your understanding of what is being taught?

Scale	Total	Percentage
Strongly agree	17	31%
Agree	29	54%
Neutral	7	13%
Disagree	0	0
Strongly disagree	1	2%



Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

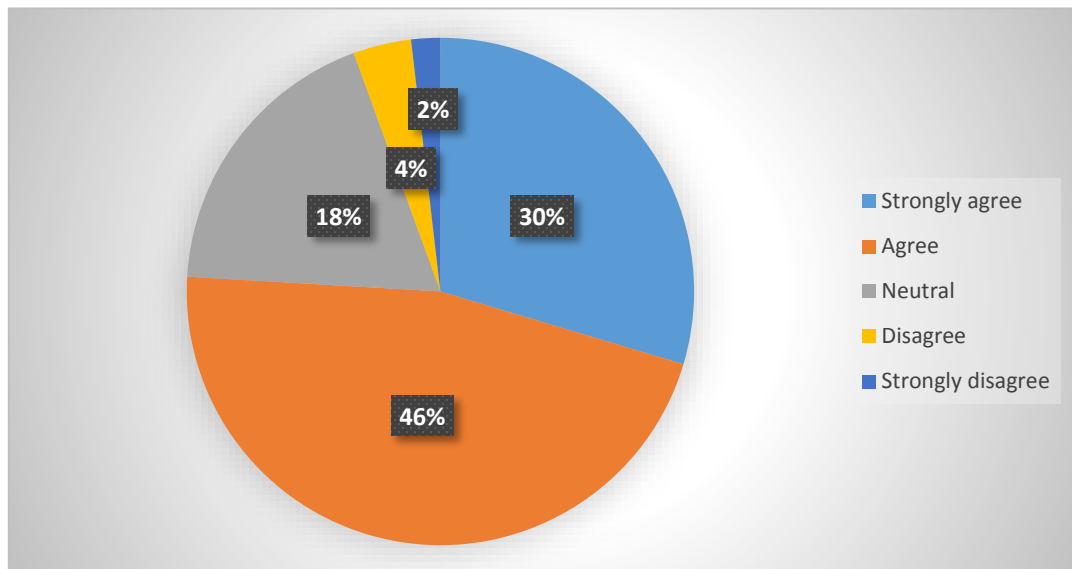
The results gathered from the survey shows that 31% of students considered that their teacher ask them for brief responses about lesson content in order to determine their

understanding of what is being taught, whereas a majority of 54% students agreed. Otherwise, 13% of students stated their opinion as neutral, neither agree nor disagree, and just a minority of 2% students strongly disagreed. The findings of this questions reveal that a high percentage of students considered that their teachers ask them questions to determine how much and how well they are learning.

Graph 8

Does your teacher create a good classroom environment in order to promote your participation in class?

Scale	Total	Percentage
Strongly agree	16	30%
Agree	25	46%
Neutral	10	18%
Disagree	2	4
Strongly disagree	1	2%



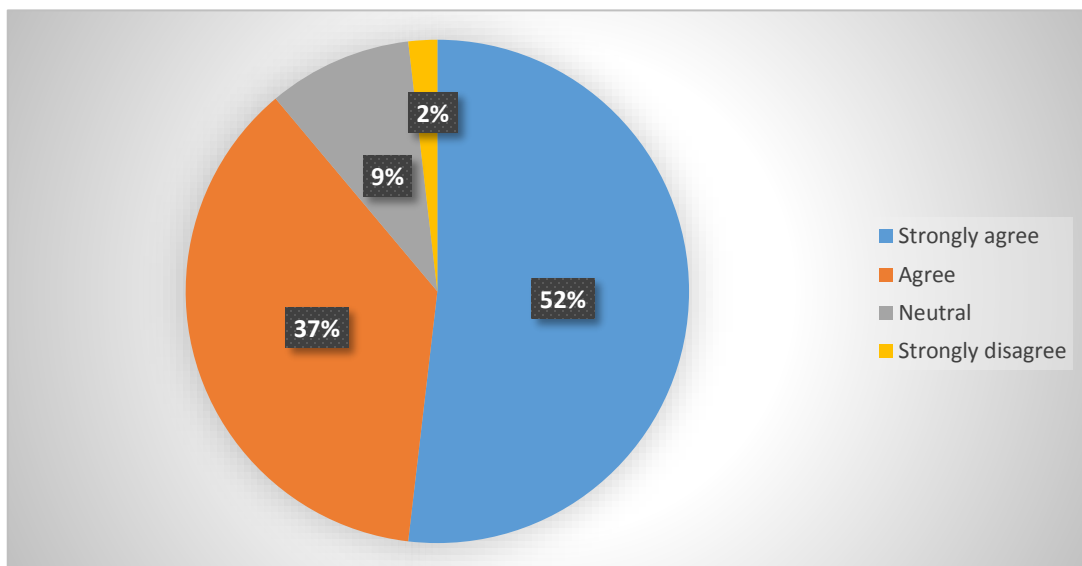
Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

This question aims at determining if the teacher creates a good classroom environment in order to promote students' participation in class. Hence, 30% of students strongly agreed, while a majority of 46% students agreed. Moreover, 18% of students stated their opinion as neutral, neither agree nor disagree, 7% of students disagreed and a minority of 2% students strongly disagreed. It can be seen that the majority of students considered that their teacher creates a good classroom atmosphere that makes them feel comfortable to participate.

Graph 9

Do you consider that with the teacher involved in students' speaking activities as if s/he were another student increases your confidence to participate and practice the language?

Scale	Total	Percentage
Strongly agree	28	52%
Agree	20	37%
Neutral	5	9%
Disagree	0	0
Strongly disagree	1	2%



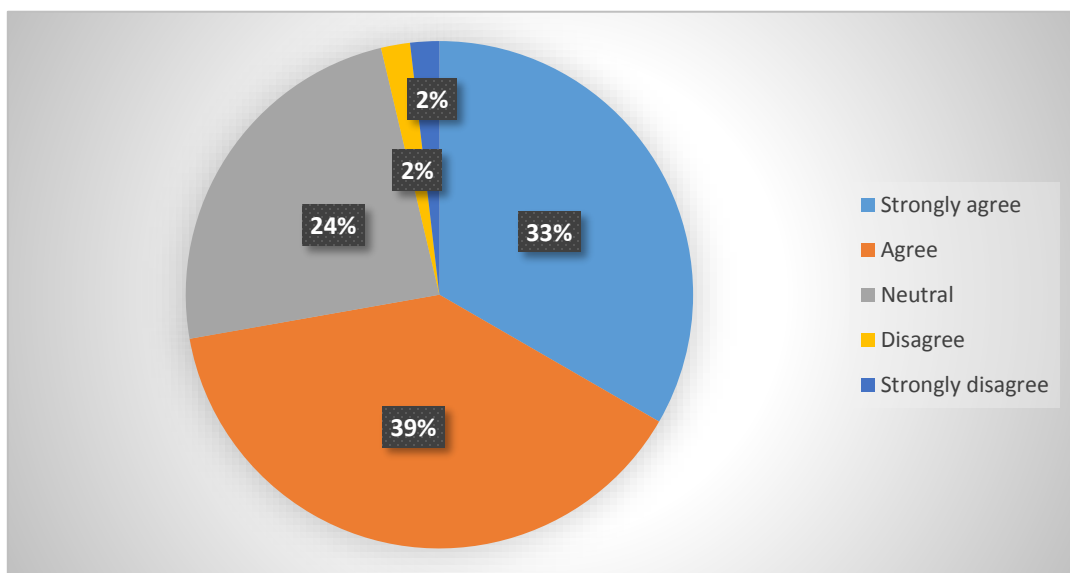
Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

This question aims at determining if students are more confident to participate in classes if the teacher is involved in their speaking activities. Where a majority of 52% students strongly agreed, and 37% just agreed. On the other hand, 9% of students stated their opinion as neutral, neither agree nor disagree, and a minority of 2% strongly disagree. Having a conclusion that the majority of students considered their confidence would increase if their teacher is more involved during their speaking activities in the classroom.

Graph 10

During speaking activities does your teacher provide you with enough time for language practice?

Scale	Total	Percentage
Strongly agree	18	33%
Agree	21	39%
Neutral	13	24%
Disagree	1	2%
Strongly disagree	1	2%



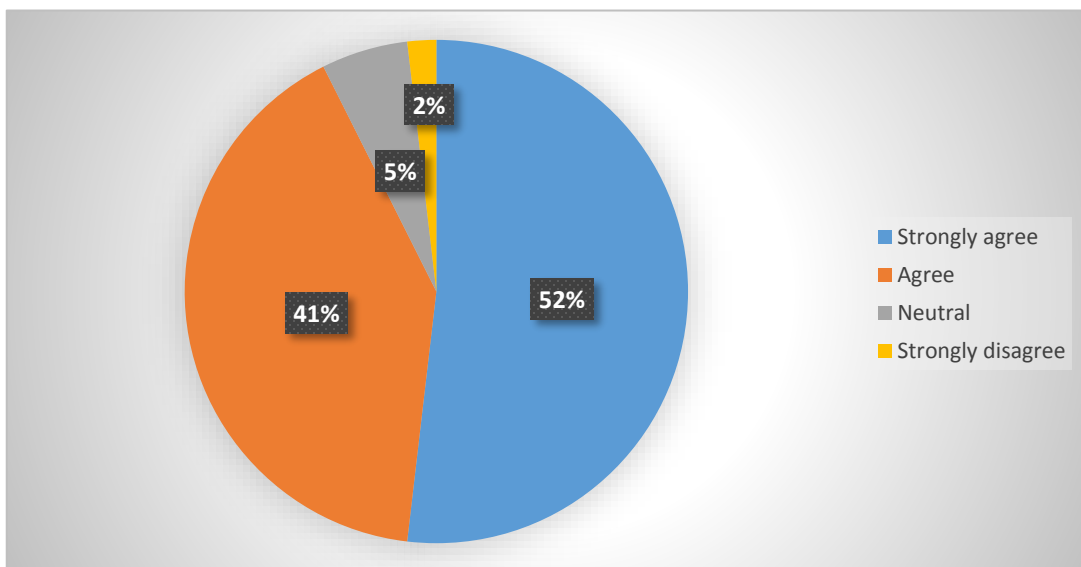
Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

The results collected for this particular question in the survey showed that 33% of students agreed in terms of their teacher giving them enough time for language practice during speaking activities, and as a majority as well; 39% of students agreed. On the other hand, 24% of the students concluded with a neutral opinion on this question. Moreover, disagree and strongly disagree got 2% of students' responses, being a minority. Revealing a strong percentage of students who agreed that their teacher gives them enough time for language practice during speaking activities.

Graph 11

Do you believe personality factors such as anxiety, inhibition and low self-esteem might obstruct your oral proficiency?

Scale	Total	Percentage
Strongly agree	28	52%
Agree	22	41%
Neutral	3	5%
Disagree	0	0
Strongly disagree	1	2%



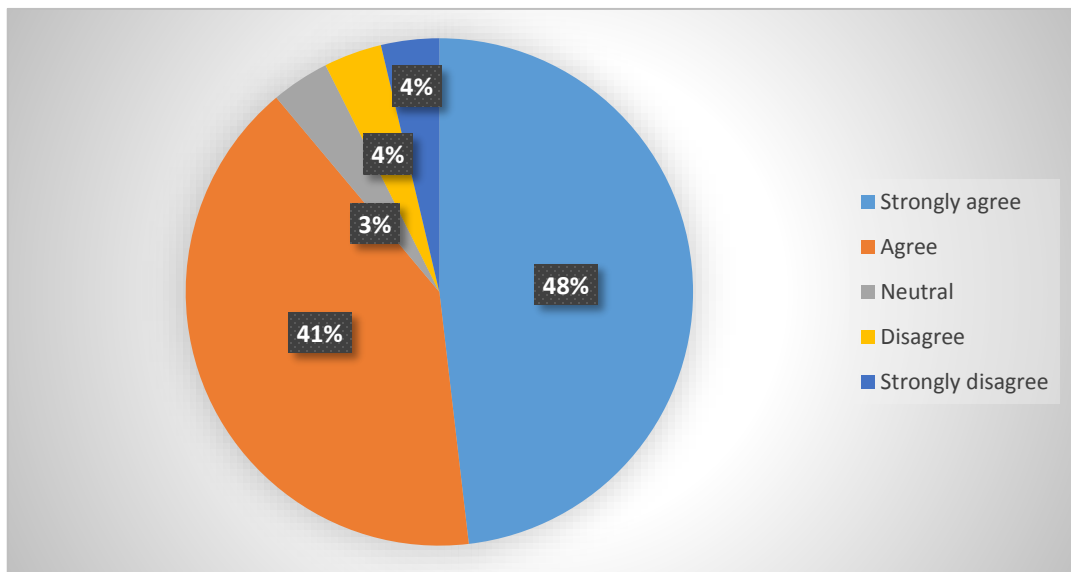
Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

Regarding personality factors such as anxiety and low self-esteem a majority of 52% students strongly agreed that affect in their oral proficiency, while 41% agreed. Having 5% of neutral opinion, neither agree nor disagree. Thus, a minority of 2% students strongly disagreed in the fact of personality factors affecting their performance. Coming up with a conclusion that more than fifty percent of students considered that personality factors have a very strong impact in their learning process.

Graph 12

Have you ever felt worried about making mistakes and fearful of criticism when you are asked to participate in class?

Scale	Total	Percentage
Strongly agree	26	48%
Agree	22	41%
Neutral	2	4%
Disagree	2	4%
Strongly disagree	2	3%



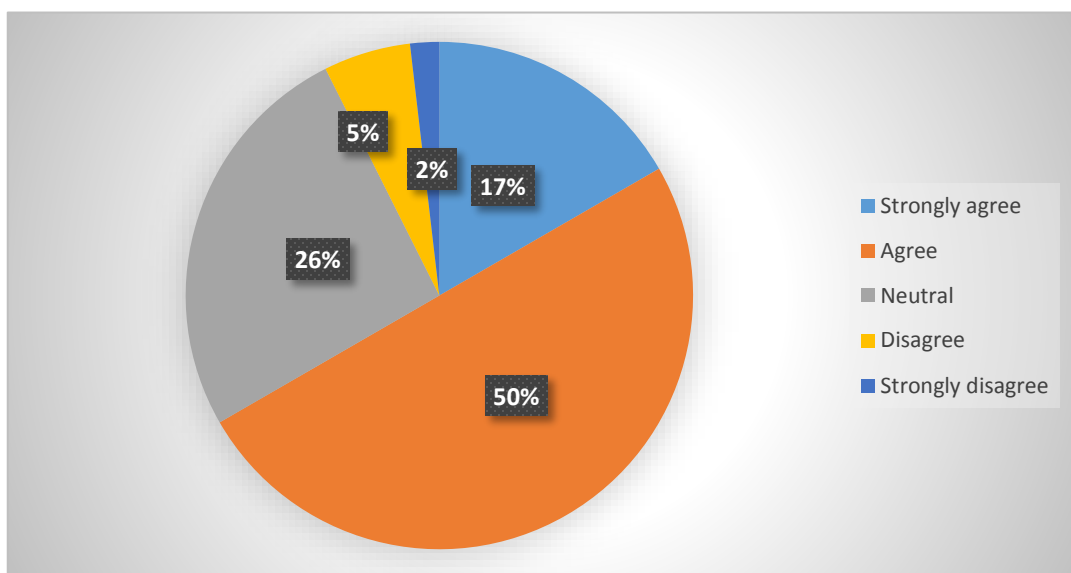
Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

This question aims at determining if students have experienced fear of making mistakes and being criticized when they are asked to participate in class. Where a majority of 48% students strongly agreed, following 41% of them agreed. Having neutral and disagree in the same position with 4%. Otherwise, a minority strongly disagree with 3%. It can be concluded that, a high percentage of students considered that they struggle with being criticized by their classmates if they make a mistake while participating.

Graph 13

Do you think those students who refused to participate in class are the ones who went through an embarrassing situation when receiving feedback?

Scale	Total	Percentage
Strongly agree	9	17%
Agree	27	50%
Neutral	14	26%
Disagree	3	5%
Strongly disagree	1	2%



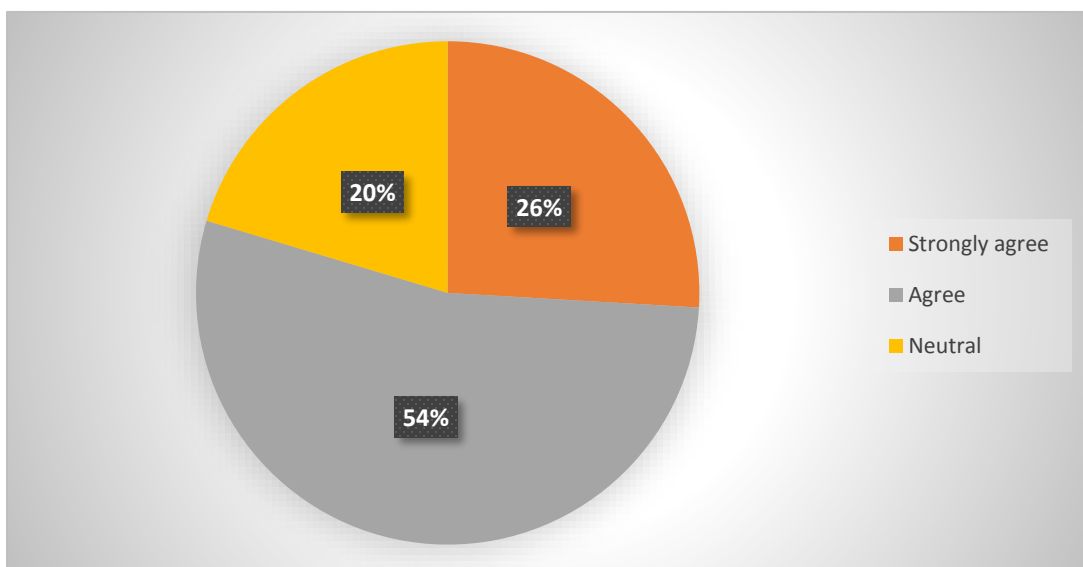
Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

In the case of students refusing to participate in class because of an embarrassing experience when receiving feedback, 17% of students strongly agreed with this statement, where a majority of 50% just agreed. As well, 26% of students stated their opinion as neutral, neither agree nor disagree. Thusly, only 5% disagreed and a minority of 2% strongly disagreed. Concluding that, a high percentage of students think those who refused to participate is because of bad experiences in the past when having feedback.

Graph 14

Do you consider learning the accurate use of grammar and vocabulary should facilitate the progress in your speaking accuracy?

Scale	Total	Percentage
Strongly agree	14	26%
Agree	29	54%
Neutral	11	20%
Disagree	0	0
Strongly disagree	0	0



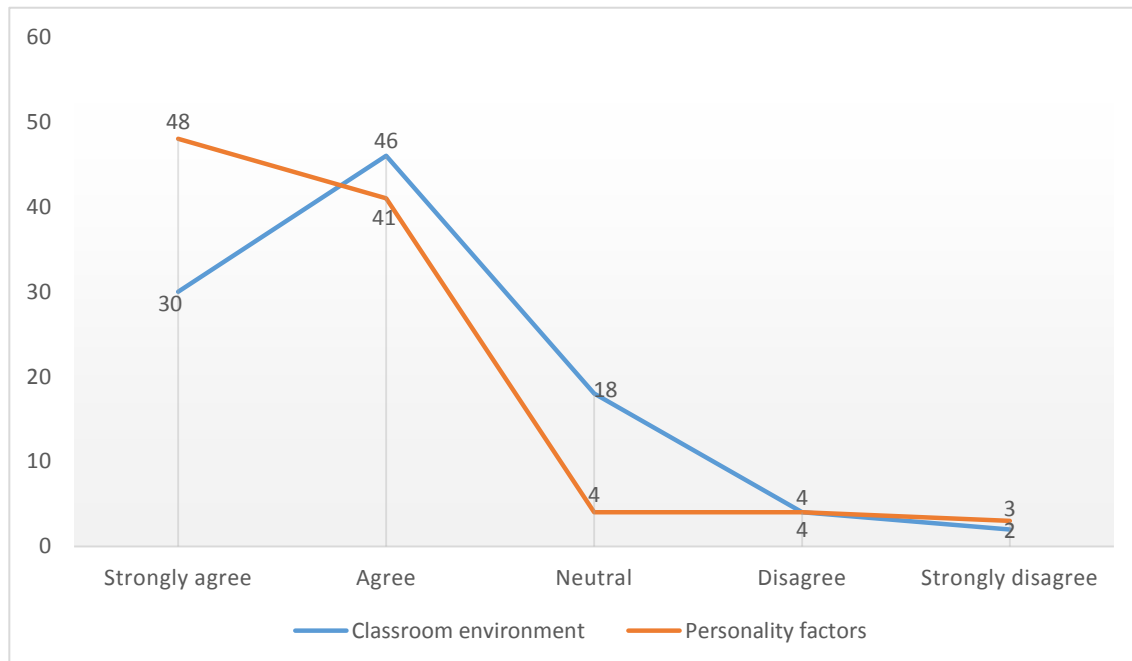
Data gathered from the survey addressed to the students from the Advanced English II courses, semester I 2020.

The results provided to this question shows that 26% of students strongly agreed with the fact that the accurate use of grammar and vocabulary has a lot to do with their progress regarding speaking accuracy. While a majority of 54% of students just agreed; having only 20% of students with neutral opinions, neither agree nor disagree. The findings of this questions reveal that a strong percentage of students considered that learning the accurate use of grammar and vocabulary should facilitate the progress in their speaking accuracy.

2. BIVARIATE ANALYSIS

Graph 15

- Does your teacher create a good classroom environment in order to promote your participation in class?
- Have you ever felt worried about making mistakes and fearful of criticism when you are asked to participate in class?



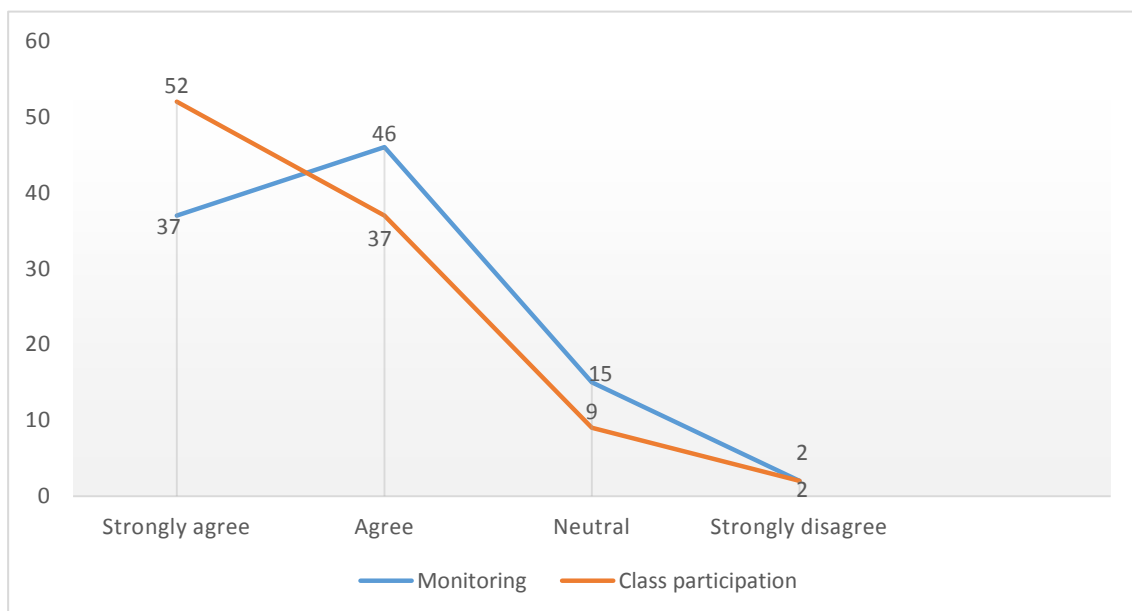
Data gathered from the survey addressed to the students from the Advanced English II courses

This graphic aims at determining the relationship between these two variables; class participation and personality factors. Therefore, a total of 76% of the students agreed to the

fact that their teacher creates a good classroom environment in order to promote their participation in class. Likewise, 18% of students stated their opinion as neutral, while 6% of them disagreed. However, even when their teacher creates a good classroom atmosphere that makes students feel comfortable sharing their opinions, as well as enough opportunities for participating, students struggle with personality factors at the moment they are asked to participate. Hence, a total of 89% of the students considered that when their participation is required, they feel worried about making mistakes and being criticized. Therefore, 4% of students stated their opinion as neutral, and 7% of them disagreed. All in all, in “strongly agree” students place more importance on healthy personality factors and a favorable learning environment is place in a secondary role.

Graph 16

- Do you believe your teacher should monitor every single activity in order to evaluate your speaking performance?
- Do you consider that with the teacher involved in students' speaking activities as if s/he were another student increases your confidence to participate and practice the language?



Data gathered from the survey addressed to the students from the Advanced English II courses.

The graphic shows the relationship between these two variables; monitoring and class participation. Hence, a total of 83% of the students strongly agreed with the fact that their teacher should monitor every single activity in order to evaluate their speaking performance. Likewise, 15% of students stated their opinion as neutral, while just 2% of them disagreed. On the other hand, a total of 89% of the students considered that they feel more confident to participate when their teacher gets involved in the speaking activities as another student. However, 9% of students stated their opinion as neutral, while just 2% of them disagreed. Comparing "strongly agree" rate of answers it is inferred that students that class participation is primary for learning and learning is more effective when properly backed up by teacher's monitoring.

B. QUALITATIVE ANALYSIS

1. ANALYSIS BY QUESTIONS

➤ What are some of the most useful monitoring techniques do you apply in class?

How often do you apply them?

The majority of the teachers interviewed were in agreement and confirmed that observation is the most useful monitoring technique they apply in class, since it allows them to gather evidence about their students' progress during individual, pair work and group work activities. By circulating around the class during seatwork teachers stated that they can keep track of what students are doing well or not and the mistakes they make, so teachers can provide them corrective feedback. Besides, they expressed that the frequency in which they apply this technique depends on the development of the class, and the numbers of activities planned to be performed in each lesson and sometimes it might depend on students themselves.

- **Do you ask for brief student responses to lesson content in order to determine their understanding of what is being taught, as well as their ability to express themselves?**

The teachers' responses show that all of them at any point in time during class ask brief student responses to lesson content in order to determine their understanding of what is being taught. According to their answers it has been demonstrated that every teacher has a suitable time to do it, some of them try to implement this throughout the class, before starting a new lesson, content or every time students finish an activity, the purpose is to recall what they already know and what they may not know yet. However, they consider it has to be done in every single class as part of the assessment to detect how much and how well students are learning. The idea is to test what they have understood as well as the way they express it.

- **In which stage do you provide feedback to your students, before, while, or after the class? Why?**

In this question the answers varied since not all the teachers provide feedback in the same stage to their students. Some prefer to do it at the end of the class or to start the new class, they pointed out that this might depend on the contents they are discussing, so they ask students different questions to evaluate if they need feedback or not, whereas others prefer to do it after the completion of a particular activity during class whenever it is necessary, for example if students mispronounce a word or make a mistake in a grammatical structure. Furthermore, one of the teachers highlighted that when providing feedback they need to take into consideration student's feelings, because it can arouse negative effects in student's participation.

- **How do your students respond to feedback? Are they more likely to participate or there is not more participation at all after receiving it?**

According to the answers gathered, teachers have different points of view about feedback and how their students respond to it. One of them implied that there is always participation, since students know that it is mandatory. Even though, after some students have been corrected they are reluctant to participate because they are

afraid of making the same mistake and receiving the same feedback over and over. Whereas two of them believe that it has to do with the way teachers provide feedback, some students might feel uncomfortable when they are corrected and some others might take the comments too personal, so it depends on students' ability to accept correction. However, one of them stated that it is important to let students know the importance of feedback since the beginning, so they can get familiar with it and understand the role it plays along their learning process.

5) When students are working on a given activity, do you move around the classroom to check if they are doing what they are supposed to?

Based on their opinions, teachers consider that it is really important to move around the classroom when their students are working on a specific activity in order to determine whether they are focusing on the activity or not, otherwise students could focus their attention on something else. Teachers consider this can be effectively done depending on the time set up for every activity, the idea is to spend the same time monitoring pair or group work activities. Indeed, one of the teachers emphasized that checking students' work during class time is one of the main principles of the communicative approach, in which the role of the teacher is to guide and monitor students through the activities.

6) Do you consider class participation increase students' ability to improve the language?

When it comes to class participation, the four teachers agreed to the fact that it can help students to improve the language. They believe that the more students participate and exchange their ideas, comments, and opinions the more confident they become to use the language, since if they make mistakes while expressing their ideas, they can receive corrective feedback from their teacher, and those who refused to participate may miss that opportunity. Likewise, one of the teachers pointed out that the statement involved in this question has to do with Second Language Learning; subsequently students are required to participate actively in the class and thus take part of their own learning process.

7) How do you encourage students to participate in class?

According to this question the opinions of the four teachers interviewed were quite similar. Three of them expressed that in order to encourage and engaged students to participate they try to create a good classroom atmosphere that makes students feel comfortable sharing their opinions, as well as provide them with enough opportunities for participating. Even though, they consider that students should be the ones who encourage themselves to participate even when they are afraid of making mistakes. Whereas one of them expressed that letting students know that their participation is mandatory can be a good way to motivate them to participate anytime.

8) In your opinion, what are the main reasons students remain silent when their participation is asked?

When it comes to reluctance of students to participate in class, all teachers' opinions coincided. They highlighted the most prevalent reasons why this might happen. First of all, they consider that some students are not willing to participate, because they fear that other students will judge them if they have the wrong answer, if they make grammatical mistakes, or because they fear of public speaking. Second, teachers think that it has to do with their personality, therefore those students who are shy or introvert might have problems to communicate their ideas, and since it has to do with being confident these students tend to question their intelligence. Finally, teachers consider that in some cases it might happen because students don't feel motivated or interested in the topic, so they are unlikely to contribute or engage in the class discussions.

9) What is your opinion about this statement? "The purpose of monitoring classrooms activities is to help students become aware of their speaking performance"?

The teachers that were interviewed were partially in agreement with this statement
"The purpose of monitoring classrooms activities is to help students become aware

of their speaking performance”, since they believe students through time and courses become self-aware of the level of English they manage; coming up with a mutual agreement that monitoring just helps teachers to evaluate if the instructions that they gave were understood in a hundred percent to develop the activities. Besides, two of them agreed to the fact that students are conscious about teachers being near them, so they will do their best regarding pronunciation, and grammar structure, since they know there is a purpose behind monitoring.

10) Do you consider those students who have speaking proficiency problems is because of in previous courses they lacked of monitoring while developing speaking activities?

With this question, answers provided were similar, all four teachers agreed to the fact that in a way it has to do with a lack of monitoring in previous courses; but more because monitoring is regarding feedback. Therefore, since there was no good feedback provided or attention paid to the mistakes made in the correct time, students kept repeating the same errors over and over again creating a barrier at the moment of correcting mistakes when they are in more advanced courses. They stated that feedback is a must, and doing it in the right time will reduce any type of inconveniences in the near future regarding students’ proficiency to use the language. However, it might not only have to do with lack of monitoring, but also with students’ cognitive process, study habits, and personality.

11) In your opinion, how do personality factors (anxiety, inhibition, low self-esteem) inhibit students to participate in class?

All teachers agreed that personality factors such as anxiety and low self-esteem affect students’ participation in class. Students might think that everybody will judge them if they make mistakes, which make students with low self-esteem think that they are not good at it and subsequently avoid participation in class. Nowadays, with the development of virtual classes teachers have noticed that even they are in the comfort of their homes they are still feeling in the same manner, the same pressure that they are going to make a mistake and everybody is going to laugh at

them so they continue avoiding participation. Undoubtedly, this issue has a very strong impact in the learning process of a second language, since the best way to achieve good proficiency is making mistakes and learning from them as well as and from each other's.

12) Have you ever noticed some anxiety indicators (sweating, nervousness, trembling) in your students when they are asked to participate?

Teachers interviewed stated that they have noticed anxiety indicators on all their students at the beginning of the semester; students feel terrified about the class, their classmates, and mainly about the teacher, even more if they know that the teacher speaks fast or if the teacher is strict, these factors make them feel nervous causing a lack of participation in classes. As it is mentioned before, students tend to feel judged whenever they make a mistake, therefore they are reluctant to participate one more time, and once again, that creates a vicious circle where students are not going to participate that much, because of that, there is not going to be feedback to correct any mistakes and they will have that lack of proficiency in their advanced courses.

2. ANALYSIS BY SET OF QUESTIONS

- How do your students respond to feedback? Are they more likely to participate or there is not more participation at all after receiving it?
- Do you consider class participation increase students' ability to improve the language?

Feedback	Class participation	Summary
It is necessary to let students know the role that feedback plays in their learning process	Students need to get familiar with receiving comments about their performance while participating.	In order to motivate students to participate it is important for them to assimilate the idea of receiving comments either positive or negative about their performance.

Students tend to take the comments too personal; they feel uncomfortable when they are corrected.	After receiving feedback some students reluctant to participate, it might depend on students' ability to accept correction.	The way in which teachers correct students' errors does not have to be intrusive or exposing for students, otherwise their participation rate might decrease.
The way in which teachers correct and provide feedback determine the frequency of students' participation. If it is predominately negative it can discourage students' effort.	The more students participate and exchange their ideas, the more confident they become to use the language.	Making error is regarded as a device students use in order to learn, therefore teachers need to consider how much correction should be made and how they can do it without demotivating them.
The more teachers provide feedback, the more enthusiastic students should feel about participating.	Those students who constantly participate have the opportunity to receive corrective feedback if they make mistakes, and those who do not participate miss that opportunity.	Giving feedback increases students' learning and improve their outcomes, since they are guided to reach the goals of the lesson being taught. Likewise, it allows them to become more engaged and involved in the class.
In brief, the way in which feedback is presented keep students on target for achievement. Therefore, it should be sensitive to the individual needs of students. Besides, active students' participation does not happen naturally, it must be carefully planned and encouraged through an environment in which everybody has the opportunity to learn.		

Data gathered from the interview addressed to the teachers in charge of the Advanced English II courses.

3. ANALYSIS BY INSTRUMENT

	Class 1	Class 2	Comparison
T1	Class monitoring		
	The teacher encouraged students to share audio and video when it was required, also he restricted students' audio when it was too noise. Moreover, students were motivated to use the chat box.	The teacher allowed students to follow the class session taking care about the volume, pace, and diction. Besides, students shared their video and audio most of the time.	In both classes the teacher really cared about monitoring students' capability to use the platform. Moreover, students' attitude towards the class was acceptable; they paid attention and followed instructions.
	Class participation		
	The teacher encouraged students' participation and interaction among them during the whole class. The teacher' patience and enthusiasm helped students feel confident to participate. They were not afraid about making mistakes.	In this class observation the teacher applied different practices in order to increase students' motivation to participate. Likewise, they showed a genuine interest to learn, they got involved with enthusiasm during the speaking activities.	Students showed willingness to participate because of the teacher; however some students hesitated to participate when they were asked to.
	Feedback		
The teacher did not provide students constructive and encouraged feedback when their participation was asked, some of them made to many mistakes in speaking and writing	The teacher did not provide additional information to students about their performance during the class. Although, students asked for clarification when they had doubts.	Neither in the first class nor in the second the teacher provided feedback to students about their performance in class activities.	
As the observation classes pointed out the teacher always was taking care about students' capability to share audio and video, as well as restricting it when there was too much surrounding noise. According to class participation, the teacher encouraged students to participate between them, some students were shy to share their opinions but the majority of them were enthusiastic to participate. Likewise, regarding feedback the teacher did not pay attention to it, students committed to many mistakes and they were not corrected. In addition, the way in which the teacher replied to students' lack of knowledge or understanding was acceptable, and made students feel willing to continue participating.			

	Class 1	Class 2	Comparison
T2	Class monitoring		
	The class session was appropriate to follow it, Students were motivated to share audio and video. Besides, the teacher enabled students to use the chat box, and the noise was effectively controlled. Consequently, students were concentrated and focus on the class.	The teacher encouraged students to participate, and the class session was effectively delivered. Students use the chat box to ask questions and clarify doubts. Likewise, the surrounding noise was appropriately controlled.	The teacher developed both class in a suitable way. He was very attentive to control surrounding noise. Students followed instructions appropriately, they were asked to turn on the audio and camera in different points during the class.
	Class participation		
	The teacher asked different questions to monitor students' understanding about the topic, at the same time he increased their motivation to participate. Students seemed to feel comfortable sharing their opinions, just a few mistakes of pronunciation and grammar were made.	Students were asked different questions to evaluate how well or poor they perform, and the teacher provided them information about the things they need to improve. Students showed a good attitude when they were told the things they need to work on.	In both classes, students were highly motivated to participate. They showed an appropriate attitude towards accepting correction. Moreover, the classroom atmosphere was suitable to promote students' participation.
	Feedback		
The teacher provided students constructive and encouraging feedback, also he provided them additional information about their performance during the class. Moreover, students asked for clarification when they didn't understand.	The teacher reviewed prior class material in order to clarify students' doubts. Surprisingly, after recalling previous learning students felt even more willing to participate	In both classes, the teacher responded respectfully to student lack of knowledge or understanding, and students felt willing to participate after receiving feedback.	
In both classes the teacher encouraged students to share audio and video, he was very careful in restricting students' audio to minimize surrounding noise, besides the teacher volume, pace, and diction allowed students to follow the class session. According to class participation, the teacher asked students different questions to check their understanding, and they did not hesitate to participate, they did not seem to be nervous or anxious. According to feedback, the teacher provided students appropriate feedback in how to improve their performance in class. In addition, the teacher reviewed prior class material before starting a new topic. Students felt willing to participate after receiving feedback, and more importantly it was delivered in a respectful and polite way.			

	Class 1	Class 2	Comparison
T3	Class monitoring		
	The teacher encouraged students to share audio and video when was required, and he volume, pace, and diction allowed students to follow the class session. The class was developed in a suitable way.	The teacher did not restrict students' audio to minimize surrounding noise. Moreover, the teacher's attitude towards students' difficulties with internet connection was pretty good.	In the first class the teacher monitored monitoring students' capability to use the platform in order to participate, in contrast to the second class. Students reflected satisfaction with their teacher's work throughout the class.
	Class participation		
	The teacher encouraged students to participate and used a variety of practices to increase students' motivation. However, he did not ask questions to monitor students understanding, and students showed nervousness when participating.	The teacher did not encouraged students to participate, and they hesitated to express their opinions when they were asked to, some others remained silent. There was not enough participation during the class.	The second class observation was completely different to the first one. Students seemed to be shy, however they were motivated to participate at least in the first class, but in the second class there was not such motivation.
	Feedback		
The teacher provided students constructive feedback; also he gave them additional information about their performance. However, he did not review prior class material before starting a new class.	The teacher provided students constructive feedback and reviewed prior class material. Besides, students were willing to participate after receiving feedback.	In both classes the teacher provided constructive feedback, and made some clarifications to students' doubts. Moreover, students were motivated to participate. They showed a good attitude towards feedback.	
According to the results gathered, the teacher encouraged students to share audio and video, but he did not restrict students' audio in order to minimize surrounding noise, also he did not enable students to use the chat box. According to class participation, the teacher encouraged students' participation, they felt motivated to participate, but he never encouraged interaction between them. Moreover, students showed nervousness and anxiousness when they spoke, and some of them asked for clarification when they had doubts. Related to feedback, the teacher provided information to students about their performance in class activities; also, he reviewed or mentioned prior class material. In addition, students felt willing to participate when they were asked to. Finally, the teacher always responded respectfully to student lack of knowledge or understanding.			

	Class 1	Class 2	Comparison
T4	Class monitoring		
	The teacher did not encourage students to share video or audio, also he did not pay attention about the surrounding noise, and he did not enable students to use the chat as a communication tool.	The teacher encouraged students to share video and audio and he allowed students to use the chat in order to complete some activities.	In both classes there was too much noise. However, in the second class observation the teacher cared more about students' capability to use the platform, and control noise.
	Class participation		
	The teacher motivated students to participate, but he did not ask for brief responses to assess students' understanding. Besides, students showed anxiousness when participating. A few mistakes in grammar and pronunciation were made.	The teacher encouraged students to participate, and they did not show nervousness when expressing their ideas. They felt comfortable to speak when they were asked to, as well as when they were corrected.	In the first class students showed nervousness when they were asked to participate, the opposite with the second class. Likewise, in some points students showed a negative attitude towards participating.
	Feedback		
The teacher provided students constructive and encouraging feedback in how to improve their performance in class. However, he did not respond respectfully to students' lack of knowledge.	The teacher provided students constructive and encouraging feedback, and he responded respectfully to student lack of knowledge. However, students did not feel willing to participate.	Students showed a good attitude when receiving feedback, it was delivered appropriately. However, there was not enough participation at all. Besides, students seemed to have doubts, but they did not ask for clarification.	
<p>According to the results gathered, in the first class the teacher did not encourage students to share audio and video, but he did it in the second class. Also, he did not restrict students' audio to minimize surrounding noise in both classes; even the teacher had too much surrounding noise in some points during the class. According to class participation, the teacher encouraged students to participate but he never encouraged interaction between them, moreover students showed nervousness and anxiousness when participating. Finally, regarding feedback, the teacher provided students constructive feedback in how to improve their performance in class, but students did not feel willing to participate after receiving it.</p>			

Teacher 1	Teacher 2	Teacher 3	Teacher 4
Class monitoring			
<p>The teacher always was taking care about student's capability to share audio and video, as well as restricting students' audio to minimize surrounding noise when it was necessary. Besides, he allowed students to follow the class session in an adequate way. Moreover, students' attitude towards the class was acceptable, they paid attention and followed instructions.</p>	<p>In both classes the teacher encouraged students to share audio and video, he was very careful in restricting students' audio to minimize surrounding noise, besides the teacher volume, pace, and diction allowed students to follow the class session. Students followed instructions appropriately, they were asked to turn on the camera in different points during the class.</p>	<p>The teacher encouraged students to share audio and video, but he did not restrict students' audio in order to minimize surrounding noise, also he did not enable students to use the chat. However, the teacher allowed students to follow the class session. Students reflected satisfaction with their teacher's work throughout the class.</p>	<p>In the first class the teacher did not encourage students to share audio and video, but he did it in the second one. Also, he did not restrict students' audio to minimize surrounding noise, even the teacher had too much surrounding noise in some points during the class. Students were able to use the chat box for different activities.</p>
Class participation			
<p>The teacher encouraged students to participate between them, some students were shy to share their opinions, but the majority of them were enthusiastic to participate. They were not afraid about making mistakes.</p>	<p>The teacher asked students different questions to check their understanding, and they did not hesitate to participate, they did not seem to be nervous or anxious. Students showed a good attitude when they were told the things they need to work on.</p>	<p>The teacher usually encouraged students' participation, they felt kind of motivated to participate, but he never encouraged interaction between them. Moreover, students showed nervousness and anxiousness when participating. There was not enough participation during the class.</p>	<p>The teacher encouraged students to participate but he never encouraged interaction between them, moreover students showed nervousness and anxiousness when participating. Besides, in some points students showed a negative attitude towards participating.</p>
Feedback			
<p>The teacher did not pay attention to feedback. Consequently, students committed to many mistakes and they were not corrected. In addition, the way in which the teacher replied to students' lack of knowledge or understanding was acceptable, and made students feel willing to continue participating.</p>	<p>The teacher provided students appropriate feedback in how to improve their performance in class. In addition, the teacher reviewed prior class material before starting a new topic. Students felt willing to participate after receiving feedback, and more importantly it was delivered in a respectful and polite way.</p>	<p>The teacher provided information to students about their performance in class activities; also, he reviewed or mentioned prior class material. In addition, students felt willing to participate when they were asked to. Finally, the teacher always responded respectfully to student lack of knowledge or understanding.</p>	<p>The teacher provided students constructive feedback in how to improve their performance in class, but students did not feel willing to participate after receiving it. They showed a good attitude towards feedback, but somehow their participation rate decreased. Besides, students seemed to have doubts, but they did not ask for clarification.</p>
<p>In brief, two out of four teachers managed and tried to monitor students in the best way possible in order to promote their participation in class. Teachers encouraged students to follow instructions, and to get involved in all the activities; therefore, students felt willing to participate after receiving feedback because of the way it was delivered, they showed a positive attitude when they were corrected. On the contrary, the two other teachers did not provide feedback when it was necessary, so students did not ask for clarification even they seemed to have questions and doubts. Besides, it was observed that teachers never encouraged interaction among students, as a result there was not enough participation during the class. Finally, researchers distinguished during the development of the classes' observation that students' attitude towards receiving feedback, and being monitored were not always appropriately; therefore, in order to achieve better goals both students and teachers should have a good attitude at the moment of teaching and learning a second language.</p>			

1. COMPARISON AND CONTRAST CHART

	Class monitoring (contrast)	Class participation (contrast)	Comparison (similarities)
Students' opinions	Agreement among students show that monitoring is an important technique to be applied in class even if they feel nervous when their teacher is around them.	When the teacher monitors, students feel confident, because in case of having any question or doubt it would be answered as soon as possible, since their teacher is paying attention to their needs.	Both teachers and students considered that applying monitoring is a must along students learning when it comes to get a better comprehension of the topic and foster participation.
	The fact of providing good feedback whenever an error occurred is the key to ensure students' learning.	The way in which feedback is delivered makes a huge impact in students either positive or negative and that causes more participation or less.	Feedback goes handy with participation and the result will be more or less participation in class.
	Observation is the most useful monitoring technique to guarantee students' understanding in every stage of their learning process.	Teachers being involved in students' learning will make them participate more in classes, because of the confidence they can get with the topic and with the class in general.	If teachers are involved in their students learning process; always monitoring, it will assure students comprehension of the class.
	The development of interactive activities make easier the understanding of the topic	When having a better understating of the topic students tend to participate more due to the comprehension they have.	The more they interact in the class, the higher possibilities to enhance students' achievement.
Teachers' opinions	Observation is the most useful monitoring technique to assure students learning in every stage of the process.	The creation of a good atmosphere in the classroom will lead a good participation from students, since they will feel confident to share their opinions in a way.	Monitoring is a crucial factor in students' learning process that leads to higher achievement.
	Feedback is provided accurately, when monitoring students' performance in order to correct on time any error.	Regarding feedback, some students tend to take feedback too serious, and actually, is the best way to avoid students making the same errors over again.	The way in which feedback is provided may determine the good or bad performance of students in class.
	Checkup pair and group work on a given activity to verify how well or poorly they are doing it.	Having a follow up with given activities allow students to perform in a better way since it has been checked during its development.	Taking the time to check pair and group work activities in advanced leads to a reduction of errors when they are asked to share.
	It is important to check students' understanding of the topic being taught.	Participation in class measures students' understanding of the class, as well as if they are paying close attention to it.	Whatever the topic is, it is fundamental to make sure that every student understood what it is about.
Coming up with a conclusion that, both class monitoring and class participation come handy at the moment of teaching/learning a second language, they guarantee plenty understanding in both ways, with teachers monitoring they will factually see what is going on with their students' process, and with student's participation, teachers will have a physical proof of the effectiveness of their teaching techniques. Consequently, they look for opportunities to provide feedback in order to strengthen students' weakness in the language, and try to create a better environment that will certify a language skill upgrade.			

Effectiveness indicators for monitoring strategies														
Monitoring strategies applied by teachers	Frequency								Response rate			Response quality		
	Class observations								High	Acceptable	Low	Excellent	Good	Not so good
	1	2	3	4	5	6	7	8						
Observation								x	x			x		
Providing feedback						x			x				x	
Recalling previous learning				x						x			x	
Pop questions			x								x			x

Data gathered from the interviews and class observations addressed to the teachers in charge of the Advanced English II courses.

This chart aims at determining the most effective and less effective monitoring strategies teachers apply in their classes. Based on the eight class observations administered to the Advanced Intensive English II courses, it can be stated that observation and providing feedback are the most effective monitoring strategies to enhance students' participation in class in terms of their participation rate and quality. These two strategies were employed constantly, and students showed willingness to participate after they were corrected because of the way feedback was delivered. On the other hand, the results showed that recalling previous learning and pop questions are the less effective monitoring strategies to enhance students' participation. Therefore, these two strategies were not applied frequently and some students were reluctant to participate, they remained silent most of the time. Thus, students' participation can be influenced by the way in which teachers apply the different monitoring strategies in their classes, if they are applied appropriately students feel confident and motivated to participate and keep improving, otherwise they lose focus on their learning.

2. CHARACTERIZATION

MONITORING

It was identified during the development of the investigation how important monitoring is, highlighting the impact of good feedback in students, and how it can affect either positive or negative in their language proficiency. According to findings gathered, teachers and students of Advanced English II courses agreed in the fact that good feedback provided makes students feel more confident at the moment of correcting mistakes in their language skills. Teachers as well-made emphasis in study habits as well, where not only the teacher does their part but students and their study habits will help at the moment of expand their capability. Effort from part of students and teachers' care about their students learning process goes handy at the moment of develop a good English proficiency. Nowadays regarding the situation going on, it was a little bit difficult the fact of making proper monitoring, but teachers managed it and tried to monitor how students were working on given activities; asking them if they were doing good, or if they had any doubts, besides at the moment of performing or participating teachers were asking for volunteers some of the students were enthusiastic to share their opinions without asking them to, but some others were not the teacher had to push them in order to get a response.

PARTICIPATION

The results collected regarding participation in class showed that all students in a way or another are affected by personality factors at the time of participating in class, they feel nervous and afraid of participating, they think they will make mistakes, they will be judged, and that has a lot to do with the fact of preferring not to participate. In long terms, this problem will lead to students execute the same errors (regarding pronunciation-grammar),

since there was not enough participation, there was no room for feedback; therefore, nothing was corrected and mistakes were made constantly during the study time. Even though teachers said they create a good environment among the class to make students feel confident enough to participate, as well as letting them know in advanced that part of the learning process is making mistakes, and that they won't be judged or criticized whatsoever, that is something that students carried out since previous courses or even before going to the university.

FEEDBACK

The findings gathered regarding feedback given by teachers showed that students have a good response to positive feedback, and that makes them feel confident in a way to keep participating in class when they are asked to. In the classes that were observed was identified that teachers provide feedback regarding any mispronunciation that occurred during the development of an oral activity, the feedback is delivered in a positive manner, just letting them know at the end the error they committed with some words, and then continue with the next part of the activity. Students seem to be willing to participate during the class, but at some stages maybe they felt afraid to participate (more so, at the beginning of the class, maybe because they did not know about the topic being taught) during the development of the activities they were participating but just when the teacher specifically asked them by their name to participate.

STUDENTS' ATTITUDE

It was distinguished in the development of the classes' observation that the students' attitude towards receiving feedback, and being monitored vary according to their

personality. Hence, some students are shy and some others are the opposite, they like to interact and be “social” in a way. Therefore, that type of attitude regarding feedback was there as well, those who are very shy students tend to get any type of feedback in a bad way, it can be either their shyness that makes them feel they are not doing anything right or a low self-esteem giving them the same type of behavior even though teachers provided their feedback in a very polite or positive way. And as it is stated above, participation in class is affected because of those factors but not that drastic, since the majority of students still do participate in class.

X. FINDINGS

A. ANSWERS TO THE RESEARCH QUESTIONS

1. GENERAL QUESTION

How does teacher's monitoring students' involvement during class time influence their oral participation in the Advanced English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department?

Based on the findings obtained from the instruments, it can be stated that when teachers monitor students' involvement during class time, they are more likely to achieve their learning goals, since teachers can keep track of how well or poorly students are progressing with the language, and provide feedback when needed. Therefore, according to Kathleen Cotton (1988), monitoring goes on all the time, but particularly during speaking activities when the teacher is concerned with the general assessment of learners' performance in relation to general progress or recent language and skills development. During the class observations researchers could

notice that when teachers monitor every single activity in order to evaluate students speaking performance, they feel more motivated to participate even when they were corrected, they highlighted that the practice of feedback from the teacher sometimes helps them to find their mistakes at the moment they produce the language. Thus, when it comes to monitor students' performance and providing feedback, teachers need to be careful with student's feelings, because it can create negative effects in student's participation, some students tend to feel uncomfortable when they are corrected and some others tend to take the comments too personal. Moreover, the interviews' analysis showed that in order to make students participate in class it is necessary to create a good atmosphere in which students can feel comfortable sharing their opinions and ideas; hence, students considered that when the teacher gets involved in their speaking activities as if she/he were another student they feel more confident to participate and practice the language.

2. SPECIFIC QUESTIONS

a) How do personality factors such as anxiety, inhibition, and self-esteem influence students' participation in class?

Based on the findings gathered from the instruments, it can be said that personality factors definitely influence on the learning process of a new language. According to Baker and Westrup (2003), students feel inhibited to participate because they might have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. Hence, the interviews' analysis proved that it mainly has to do with students' self-esteem, those who have a high self-esteem take advantage of

participation in order to improve their speaking competence gradually, they do not care about being judged if they make mistakes, instead they see mistakes as part of the learning process. On the contrary, those who have a low self-esteem remain silent because they fear about making mistakes and being criticized; besides some students stated that they doubt to participate in class because they went through an embarrassing situation when receiving feedback in previous courses. Furthermore, MacIntyre and Gardner (1989), state that the inability to express oneself in a second language leads to frustration and anxiety obstructing the process of successful second language learning. Evidently, anxiety is a complicated psychological phenomenon peculiar to language learning, at some point all students have experienced feelings of anxiety; however, those who lack of self-confidence deal with more difficult situations when their participation is asked.

b) How do the different monitoring strategies applied by teachers at the Foreign Language Department foster or inhibit oral class participation?

Based on the findings gathered from the class observation, it has been demonstrated that not all the students feel motivated to participate in class, it might have to do with the way teachers apply their monitoring strategies. One of the most common monitoring strategies teachers employ in their classes is observation, while observing students' engagement during the activities some teachers do not approach to their students as they should, they do not get engaged actively in students' activities, which according to students' opinions having their teachers involved in their activities increases their confidence to participate. Another monitoring strategy is providing feedback, which is welcomed by the students depending on their

psychological development, and the way it is delivered, some students said that they feel uncomfortable when they are on the spotlight, and consequently they refuse to participate one more time after they have been corrected, while others try to get more involved in speaking activities after they have received feedback. Moreover, there are some problems for speaking skill that teachers can come across in helping students to speak in the classroom, such as students' attitude towards their learning, teachers at the Foreign Language Department apply different monitoring strategies during their classes to ensure students' learning, but if students do not care about their progress no matter how effective the techniques are they will always feel inhibited to participate in class.

c) Which are the most effective and less effective monitoring strategies to enhance students' participation in class?

Based on the class observations administered to the Advanced Intensive English II courses, it can be stated that monitoring students' performance is essential to ensure the learning of a second language; the researchers Nancy Safer and Steve Fleischman (2005), have demonstrated that when teachers monitor students learn more, teacher decision making improves, and students become more aware of their own performance. One of the most effective monitoring strategies teachers employ in their classes is observation, by doing this teachers can pay close attention to students during the activities in order to check if they are following instructions and practicing the language. Teachers are always aware of the whole class, assessing the situation, and providing feedback when needed in order to guarantee an enrichment of the English competence in long-terms. Particularly, teachers at the Foreign

Language Department use observation and feedback to monitor students' progress, when applying these techniques students are more likely to participate rather than when their teachers employ pop questions and recall previous learning to check their understanding. Nowadays, regarding the situation going on worldwide, it was a challenge for teachers to apply appropriately all the monitoring strategies that have been employed in the past, but still, they managed to do the best they can to create an impact in students' language competence.

B. MOST OUTSTANDING FINDINGS

- Pursuant to the information gathered students are in a way open to feedback, and believe that it is an essential aspect when learning a second language. Therefore, students' performance improve when their teachers provide them with corrective feedback after they perform any speaking activity making such an impact in their English learning process, since it informs the learner about his/her actual state of progress in order to regulate the further process of learning.
- Personality factors have an enormous influence in the process of second language learning, it has been demonstrated that they obstruct students' oral proficiency, because of the fear students have to make mistakes, considering that language learning demands committing mistakes as part of the learning process.
- Teachers admit students' proficiency toward the use of the language increase when they are effectively monitored, since students are conscious about their

teachers being surround them, they push themselves to make any task or activity in the best way possible.

XI. CONCLUSIONS

The aim of this study was to explore the nature of monitoring students and how it can influence on students' oral participation in Advanced English II courses at the Foreign Language Department of the University of El Salvador. Therefore, along the development of this research study, researchers could observe how teachers monitor students' performance in a day-to-day basis, not only monitoring itself but different aspects linked to it like providing feedback.

- 1) The research study concludes on the importance of employing effective monitoring strategies when teaching a second language. Hence, in order to promote students' participation in class teachers must create a good classroom environment, in which students can feel confident sharing their opinions, and accepting constructive feedback.
- 2) It is unquestionable that English as a second language and its speaking competence is a compound skill that requires continuous check-ins in the learning process, more in detailed when an oral activity takes place in the classroom. Results showed that students tend to feel nervous and anxiousness when they have to perform an oral activity, because they do not feel competent to use the language, so they fear of making mistakes and being criticized.
- 3) Besides, students confirmed that their teachers should monitor every single activity in order to evaluate their speaking performance, the more teachers provide them

with comments about how well they are using the language, the more confident they feel to participate. Besides, the way in which teachers provide feedback foster or inhibit students to participate.

This study has provided insights and detailed information of the phenomenon under study, revealing that students have positive perceptions towards these particular classroom management procedures. Besides, all the measurement instruments used to investigate teachers' monitoring students' involvement were significantly helpful.

XII. RECOMMENDATIONS

To teachers:

- To look for adequate strategies on how to provide feedback. Some teachers interrupt students when they are speaking and it inhibits students to increase their knowledge, and develop their skills.
- To get involved and participate actively in students' speaking activities in order to check their progress.
- To constantly monitor students' involvement in speaking activities in order to reach the expected goals during the course regarding spoken skills and production of language.
- To make students feel comfortable to share their ideas and opinions, teachers' responses towards students' failures should be tactful, so that students' confidence when using the language will increase.

To students:

- To look proactively for more opportunities to practice the language in class, in order to receive effective feedback.
- To take fully advantage of the activities provided by the teachers, take it as a learning and growing experience in order to get better results when acquiring the language.
- Students should be willing to participate in classes no matter what, to be able to learn from mistakes in order to increase their language skills. Always knowing that committing errors is part of the process to achieve success.
- To understand that the main objective of the different monitoring strategies teachers apply in their classes is to ensure their language learning; therefore, they need to be motivated to participate when is required.

XIII. QUESTIONS FOR FUTURE RELATED RESEARCH

1. How do teachers monitor students' oral production in online classes?
2. How do teachers deal with students' personality factor in online classes?
3. How does lack of technical and economic resources affect the learning process with classes being online?
4. Have teachers been trained on how to monitor their students' oral production in online classes?

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ANNEXES

ANNEX A. RESEARCH PROFILE

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGE DEPARTMENT



Universidad de El Salvador

Hacia la libertad por la cultura

PROFILE PROPOSAL

RESEARCH TOPIC:

Influence of teacher's class monitoring on students' oral participation in class in Advanced Intensive English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department, University of El Salvador.

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IN ORDER TO OBTAIN THE DEGREE OF:

Licenciatura en Idioma Inglés opción Enseñanza

DATE:

Main Campus, San Salvador, April 14th 2020.

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ABSTRACT

The current research project is focused on the influence teacher's class monitoring has on students' oral participation in class in Advanced Intensive English II courses from the English Teaching at the Foreign Language Department. Therefore, this project aims at finding out how the different monitoring strategies applied by teachers at the Foreign Language Department foster or inhibit oral class participation. The study will employ the exploratory research type, which enables the researchers to have a better understanding of the problem. Besides, in order to collect data from the population to be studied; the research team will make use of an interview, a survey, and an observation checklist. These instruments are specially designed to obtain students' and teacher's perceptions about the topic. At the end, it is expected to get and make available relevant information for future research projects, which may seek also for the improvement of language learning and teaching at the Foreign Language Department.

INTRODUCTION

There is plenty of methods and techniques that are essential in the process of teaching and learning in the English as a Foreign Language field, which allow students acquire competences and develop the four language skills (listening, speaking, reading, and writing). Although, some of the methods are still in discussion by experts, there is no doubt that those methods have had a tremendous influence on the process of learning the English language, either positive or negative. However, the researcher Era, (2005) has demonstrated that when teachers monitor students' progress, students learn more, teacher decision making improves, and students become more aware of their own performance. But, what does “monitoring” mean? According to Cotton, (1988) monitoring is defined as the ongoing, systematic collection of information to assess progress towards the achievement of objectives, outcomes and impacts on students’ learning. Therefore, this research main aim is focused on one of the practices or techniques that classroom management possesses; and it is “monitoring” and how it influences on students’ performance in the production of the language.

Moreover, this research project includes: *The research topic* which involves the basis of the research; *Statement of the problem* which provides the context for the research study and generates the questions which the research attempts to answer; *Objectives*: general and specific objectives which state the main goals of the research project; *Justification* with an explanation why the research topic was selected; *Research Methodology* that contains the research approach, type of study, research design, population, and sample procedure to carry out this project, as well as the research techniques and instruments for data collection; *Bibliographic* *References* that list

down the sources consulted to support and develop the research. *Timetable* that sets out the dates of research activities; and a *concordance table* which lays down the relationships among objectives, questions, variables and research instrument's sections and questions or items.

Thus, this study will employ the exploratory research type, which enables the researchers to gather qualitative input to explain and extend qualitative results in order to gain a comprehensive insight of the research. Furthermore, in order to obtain reliable data from the population to be studied; the research team will make use of a teacher's interview, a student's survey and an observation checklist that are described in detail later on in this research project.

I. RESEARCH TOPIC

Influence of teacher's class monitoring on students' oral participation in class in Advanced Intensive English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department, University of El Salvador.

II. STATEMENT OF THE PROBLEM

A. DESCRIPTION OF THE PROBLEM

Monitoring is a very important technique that teachers should master when teaching. It involves interaction between the teacher and the learners, as well as the uses of language. Moreover, monitoring students' learning obviously includes different kinds of activities which incidentally have either a positive or negative impact on students' behavior towards their learning. According to the literature review, teachers confirm the important

role that monitoring plays in students' learning; supervising and encouraging them through their learning process as needed; however, since there are not previous studies about this specific phenomenon at the Foreign Language Department to support this research, it can be said based on researchers educational experience that not all teachers care about how well or poorly students are doing, in some cases, they do not apply effective monitoring techniques to ensure that students are doing what they want them to do in terms of language mastery, as well as to identify what they have not yet acquired.

On the other hand, often times, feedback and monitoring techniques, when applied, are too direct, intrusive and threatening that instead of fostering class student's participation hinders it increasing student's inhibition, anxiety and lowering student's self-esteem. Thus, Horwitz (1986) in his article "Foreign Language Anxiety" argues that anxiety is quite possibly the personality factor that most obstructs the learning process, being a cause and a consequence of poor language learning. Moreover, Brown (1987) states that when teaching and learning a second language is important to examine human personality in order to find solutions to perplexing problems that might affect understanding. Likewise, Gardner (1989) in their research "Anxiety and Second-Language Learning" expresses that the inability either to express oneself or to comprehend another person in a second language leads to frustration and anxiety causing problems in the learning process. Evidently, all these systematic studies lead to a greater understanding about the role played by personality factors in second language learning.

Since, monitoring has been considered a significant aspect in the teaching-learning process, and most importantly, it is crucial for the good performance of students in order to develop the necessary competences and skills. Therefore, this research main aim is to

determine how teacher's monitoring students' involvement during class time influence their oral participation in the Advanced Intensive English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department. Consequently, it is expected that the findings of this study could contribute to a better understanding of the implementation of effective monitoring techniques to enhance students' oral communication skill.

B. OBJECTIVES

1. GENERAL OBJECTIVE

To determine how teacher's monitoring students' involvement during class time influence their oral participation in the Advanced English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department, University of El Salvador.

2. SPECIFIC OBJECTIVES

- d) To demonstrate how personality factors such as anxiety, inhibition, and self-esteem might influence on students' participation in class.
- e) To find out how the different monitoring strategies applied by teachers at the Foreign Language Department foster or inhibit oral class participation.
- f) To detect which are the most effective and less effective monitoring strategies teachers use to enhance student's participation in class.

C. RESEARCH QUESTIONS

1. GENERAL QUESTION

How does teacher's monitoring students' involvement during class time influence their oral participation in the Advanced English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department?

2. SPECIFIC QUESTIONS

- d) How do personality factors such as anxiety, inhibition, and self-esteem influence students' participation in class?
- e) How do the different monitoring strategies applied by teachers at the Foreign Language Department foster or inhibit oral class participation?
- f) Which are the most effective and less effective monitoring strategies to enhance student's participation in class?

D. RATIONALE

Being able to monitor students' progress is the cornerstone of good classroom management strategies, not only allows teachers to keep a close eye on students' performance throughout the teaching-learning process, but it also allows them to develop methods of probing students understanding. For instance, teachers should be aware of that effective monitoring takes place when they go around the class during, individual, pair and group work activities to ensure that students are doing what they want them to do. Therefore, one of the main purposes of developing this topic is to reflect on the different monitoring techniques teachers at the Foreign Language Department apply in their instruction, and how they enhance students' participation.

Furthermore, the focus of monitoring students' progress is to analyze their current performance level for a specific skill, and being speaking one of the most important skills to be developed in language learning and enhanced as means of effective communication, since it involves interaction between the teacher and the learners, and the uses of language. This research project is mainly aimed at describing how continuous monitoring, including assessment and professional timely feedback as part of it, can provide teachers insights into their students' performance in order to guarantee effective learning and enhance their participation in class.

Finally, considering there are no previous studies related to the topic at the Foreign Language Department, with this research project it is expected to provide with fundamental theory about the important role that applying good monitoring techniques plays in students' learning, and in that way contribute to the professional development of future teachers at the Foreign Language Department.

E. DELIMITATION OF THE PROBLEM

The present research will be carried out at the Foreign Language Department, School of Arts and Sciences at the University of El Salvador; Semester I-2020. The subject of the study will be the students and teachers from the English Teaching major who are taking Advanced Intensive English II courses.

III. FRAMEWORK

A. HISTORICAL FRAMEWORK

Along the history of foreign language teaching and learning, speaking has been considered as the most essential skill to be mastered for several reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researches. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language.

Thus, they define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire. However, speaking skills can be mastered with the help of teachers by means of the classroom management technique known as “monitoring”. Based on Kathleen Cotton (1988), monitoring are those activities pursued by teachers to keep track of students learning for purposes of making instructional decisions and providing feedback to students on their progress.

Consequently, those activities generally referred to the following teacher behaviors: *questioning students during classroom discussions to check their understanding of the material being taught; circulating around the classroom during seat work and engaging in one-to-one contacts with student about their work; assigning, collecting, and correcting homework, and recording completion; conducting periodic review with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding; administering and correcting tests; recording scores; reviewing student performance data collected and recorded and using this data to make needed adjustments in instruction.*

Likewise, monitoring is a continuous process by which stakeholders obtain regular feedback on progress towards achieving the milestones and results that often focuses on process, activities, inputs and outputs. Thus, monitoring student progress on a regular basis enables the teacher to analyze a student's level for a specific skill; as a result, teachers can provide students with assistance in achieving their personal academic goals.

According to Kathleen Cotton (1988), the practice of monitoring students learning as an essential component of high-quality education, the careful monitoring of student process is shown in the literature to be one of the major factors differentiating effective schools and teachers from ineffective ones. Indeed, those analyses which have sought to determine the relative effect sizes of different instructional practices have identified monitoring students' process as a strong predictor of student achievement.

Hence, what does "monitoring student learning" involve? The American Heritage Dictionary defines monitoring as keeping watch over; supervising and also gives another more specific meaning: Do scrutinize or check systematically with a view to connecting certain specified categories of data. As the term is used in educational settings, monitoring takes place in both of these settings and is closely connected with the related functions of record keeping, reporting, and decision making.

Shah (2001), noted that monitoring also facilitates and determines the effectiveness of the learning method used by educators because they can recognize the actual students' progress and they can change or adjust their techniques in order to help students in their process of learning (p.215).

Undoubtedly, throughout the history of education, a major concern of teaching English language for teachers has been monitoring students' progress during their courses to ensure their learning. Therefore, the researchers Nancy Safer and Steve Fleischman (2005), have demonstrated that when teachers monitor students' progress, students learn more, teacher decision making improves, and students become more aware of their own performance. Although, the practice of monitoring students' progress (then called curriculum-based measurement) was initially developed to assess the growth in basic skills of special education students, in today's education climate the implementation of this strategy helps teachers to identify those students who are at risk academically in order to adjust instructional strategies to better meet these students' needs.

Moreover, Shilibekova (2011), declared that the educational monitoring can be considered from the perspective of a system approach, due to its management field in which exists an interactive nature of external and internal factors, that is to say, monitoring the knowledge imparted by teachers and mastered by pupils. However, monitoring is often carried out as a vague listening and looking exercise by the teacher, and sometimes not done at all, whereas in fact effective monitoring is a skill that needs to be developed if learners are to fully benefit from activities, particularly, those in which students have the opportunity to express their ideas.

For instance, to implement the practice of monitoring, the teacher determines a student's current performance level on specific skills, identifies academic goals that student need to reach by the end course, and establishes the rate of progress students must make to meet those goals. Indeed, in recent years some researchers have determined that monitoring leads to conclusions about the extent of success or improvement, and allows for explanations

about the lack of improvement. Hence, when teachers help students reflect on and monitor their involvement towards achieving their learning goals, they are asking students to think about their own learning.

Furthermore, Kovalenko (2012), also confirmed the importance of monitoring during the educational process, because of monitoring should be regarded as a universal type of activity which is impartial to the content of its subject, and is aimed at constant of phenomena taking place in the real environment. Finally, Era (2019), reported that with ongoing monitoring of the students during speaking activities, teachers can establish an achievable and individual rate of progress for each student, or intervene when is required.

B. THEORETICAL FRAMEWORK

The main purpose of teaching speaking to English as a Foreign Language learner is to improve learners' spoken communication skill, so they are able to express themselves using the target language appropriately based on the context which they need. Furthermore, it is known that speaking English nowadays is essential since it is globally recognized as the lingua franca in almost all fields. Knowing that speaking is an activity used by someone to communicate with other(s), that it takes place everywhere and has become art of our daily communication activities, he or she interacts and uses the language to express his or her ideas, feelings and thoughts, and also, share information with other people.

Subsequently, monitoring students is important for the production of language which is the main objective in English as a Foreign Language classroom. Bygate (1997), says that speaking is an activity which involves the areas of knowledge, and the mechanics such as: pronunciation, grammar, and vocabulary. It is the use of the right words in the right order

with the right pronunciation and the functions are transaction and interaction which means knowing the clarity of message as an essential part of learning. Thus, if teachers want English as a Foreign Language learner to be fluent and good at speaking, it is important to monitor and encourage them to practice in order to improve target language use.

Consequently, it is important to elevate the student's awareness and introduce them to the great importance that speaking skill has in developing their target language proficiency. The importance of speaking skills hence, is enormous for the learners of any language. It promotes communicative efficiency; teachers want students to be able to use language fluently and correctly as much as possible.

Besides, it is apparent that there is not a great variety of speaking activities applied by teachers in order to develop students' oral communication. Assessment of speaking skills is widely regarded as one of the most difficult and challenging of all language skills assessment. Teachers don't know exactly which elements of speech should they consider in assessing learners' speaking skills since they must be measured in live interactions and because spoken communication involves different elements to construct effective communication.

Monitoring goes on all the time, but particularly during speaking activities when the teacher is concerned with the general assessment of learners' performance in relation to general progress or recent language and skills development. Hence, monitoring of individual learners takes place during written practice exercises, when the aim is to point out errors and encourage self-correction. Guided practice activities, particularly of the pair work format, are monitored for accuracy, while less guided group work activities are monitored for task achievement and fluency.

In particular, monitoring also includes different activities such as monitoring seatwork and homework, monitoring as a part of classrooms reviews and other learning probes. First, monitoring seatwork involves teachers moving around the classroom, being aware of how well or poorly students are progressing with their assignments. Teachers usually have systematic procedures for supervising and encouraging students while they work. Hence, they initiate and have more substantive interactions with students, working one-to-one as needed and giving extra time and attention to students they believe need extra help during seatwork periods. Second, the use of homework assignment, like many educational practices, builds a significant and positive relationship to achievement. For instance, homework provides beneficial results when assignments are closely tied to the subject matter currently being studied in the classroom and when they are quickly checked and returned to students.

Consequently, some researches indicate that those students who are assigned regular homework have more positive attitudes toward school, toward the particular subject areas in which homework is assigned, and toward homework itself, than students who have little or no homework. Third, conducting periodic reviews with students to check their knowledge and understanding of the learning material, as part of monitoring activities have a beneficial effect on their achievement. Daily, weekly and monthly reviews can all enhance the learning of new material and, if they incorporate questioning and other learning probes, can call attention to areas where reteaching is needed.

Therefore, the term "learning probe" refers to a variety of ways that teachers can ask for brief student responses to lesson content in order to determine their understanding of what is being taught, as well as their ability to express themselves. Thus, Cotton et al. (1988),

declared that questions to the class, quizzes, and other means of calling upon students to demonstrate their understanding are effective methods used by teachers to find out if their instruction is working or if it needs to be adjusted in some way.

Likewise, there are different ways to be sure that students have the correct understanding of the material being taught, but one effective way of checking this process is by using the method of monitoring during students are learning. Another strategy is self-monitoring, it requires time and practice because students do not see that it is their role to check their output for them is the teacher to make the corrections, so the teacher can teach them to listen to themselves and understand that not all the errors need to be corrected during the guided activities.

Darn (2011), declared that monitoring may be general or multipurpose, focusing on one or more of the following aims:

- h) Being aware of the whole class:** the teacher should always be aware of how the class is getting on, whether the pace is too fast or too slow, and which students may need individual attention.
- i) Listening for errors in the target language:** during guided practice activities. Correction is required during guided practice activities, since these are usually accuracy-based activities.
- j) Assessing both individuals and the whole class:** monitoring provides clues to individual and group difficulties and progress. In this respect, monitoring is a kind of ongoing needs analysis. All students should receive some attention, even if it is only a few words of encouragement.

- k) Adding input:** Particularly in fluency activities, learners may not be able to sustain output. The role of the teacher here is to feed in language and ideas when appropriate to keep the activity alive.
- l) Assessing the development of fluency:** this involves monitoring from a distance, and the role of the teacher is often to take notes about common errors to be dealt with in a delayed correction slot, as well as mentally noting the use of target language in a freer context.
- m) Assessing the task:** some activities work better with one class than another, others are being tried out for the first time. Monitoring offers the teacher the opportunity to assess the success of an activity and to get feedback from the learners.
- n) Planning:** monitoring facilitates decision-making in terms of what to do next, whether to modify the original or future lesson plan.

Considering these definitions, we turn to the importance of speaking activities in classrooms. Graham (2007), explains that most learners believe that the important goal in learning English is how to be able to sustain the flow of conversation orally. By mastering the speaking skill, learners can actively get involved in the run of conversation as well as reciprocating the information with others (Rohmah, 2012). Therefore, speaking activities should be carried out in the class.

Along the time, personality factors have been a topic under investigation in the learning process of a new language. Consequently, Carl Rogers (1959), was the pioneer of the Humanistic Psychology, which emphasizes the active role of the individual in shaping their internal and external worlds. Rogers advanced the field by stressing that the human person is an active, creative, experiencing being who lives in the present and subjectively responds

to current perceptions, relationships, and encounters. He coined the term *actualizing tendency*, which refers to a person's basic instinct to succeed at his or her highest possible capacity.

Nevertheless, there are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. According to H. Douglas Brown (1987), the most fundamental side of human behavior is the affective domain that includes the manner in which people deal with things emotionally, and it may be juxtaposed to the cognitive side. Therefore, the development of affective states involves a variety of personality factors that highlight the way in which we feel about ourselves and about others with whom we come into contact.

Littlewood (2007), expressed that a language classroom can also create inhibitions and apprehension for the students. The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. Baker and Westrup (2003), stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

Likewise, learners' speaking competence is influenced by affective factors like anxiety and self-esteem; they have a huge impact on learners' oral proficiency, and obstruct their learning process. Since risk taking is viewed as an essence for successful learning of a second language, EFL learners should be motivated enough during classes to speak and improve their speaking competence gradually. However, when monitoring students during speaking activities, teachers should pay attention to the fact that every learner enters any learning and communicative environment with his or her entire personality additionally shaped by their prior learning and communicative experiences, both positive and negative, and being aware of this truth is crucial as teachers meet students with good or very good knowledge of English who have difficulties when speaking. The only logical explanation of this situation is that they are not sufficiently trained in speaking, they lack of monitoring while developing speaking activities, and they are not given the opportunity to practice.

Furthermore, Scovel (1978), states that all people have experienced feelings of anxiousness and second language learning is not the exception to a long list of complex tasks that are susceptible to our human anxieties. The research on anxiety suggests that, like self-esteem, anxiety can be experienced at various level and teachers in the classrooms should try to determine whether a student's anxiety stems from a more global trait or whether it comes from a particular situation at the moment. Therefore, anxiety is truly debilitating; both too much and too little anxiety may hinder the process of successful second language learning. In addition, learners with weaker self-esteem maintain walls of inhibition to protect what is self-perceived to be a weak or fragile ego, or a lack of self-confidence in a situation or task (Guiora, 1972).

According to Peter D. MacIntyre, and Robert. C Gardner (1989), in their research “Anxiety and Second-Language Learning: Toward a Theoretical Clarification” express that the inability either to express oneself or to comprehend another person in a second language leads to frustration and anxiety causing problems in the learning process, students are insecure about themselves and the potential they have to offer, everybody is capable of doing many things but it depends on the credibility they have on it and it has to do with the fact on how teachers give feedback to their students. Besides, according to Worde (1998), one third to one half of students examined reported experiencing debilitating levels of language anxiety. the difficulty level of foreign language classes, personal perception of language aptitude, certain aspects such as fear to publicly speaking and stressful classroom experiences are all possible causes of anxiety leading with the issue of students not wanting to participate and creating a gap in their learning process.

Undoubtedly, research has shown that anxiety is not uncommon in almost all disciplines of learning. Recently, Cassady (2010), introduced the term academic anxiety as “a unifying formulation for the collection of anxieties learners experience while in schools”. While it seems that there is some commonality in terms of the nature and consequences of anxiety, the type of anxiety triggered in and suffered by learners from each specific discipline is, to a certain extent, unique to that specific discipline. Foreign language anxiety (FLA) is one such unique type of anxiety. There is a considerable body of research indicating that foreign language anxiety is not merely an abstract construct studied by theorists or by researchers under laboratory on induced-anxiety conditions, but a reality for many students (Gardner, 1994).

In terms of definition, several researchers have offered definitions of foreign language anxiety. Clement (1980), defined foreign language anxiety as a complex construct that deals with learners' psychology in terms of their feelings, self-esteem, and self-confidence. Emphasizing the distinctive feature of FLA, Young (1992), defined it as a complicated psychological phenomenon peculiar to language learning. More specifically, MacIntyre and Gardner (1994), defined FLA as the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language (MacIntyre, 1999). Similarly, Zhang (2001), defined anxiety as the psychological tension that the learner goes through in performing a learning task. These definitions, in fact, are built around the claim made by Horwitz and Cope (1986), that FLA is a unique type of anxiety specific to foreign language learning.

Additionally, self-esteem is probably the most pervasive aspect of any human behavior, it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. Adelaide Heyde (1979), studied the effects of the three levels of self-esteem of performance of an oral production task by American college students learning French as a foreign language. She found that all three levels of self-esteem correlated positive with performance on the oral production measure, with the highest correlation occurring between task self-esteem and performance on oral production measures. This finding suggest that teacher really can have a positive and influential effect on both linguistic performance and the emotional well-being of the student.

Moreover; the EFL learners face many problems in engaging in speaking activities either inside or outside the classroom. Snell (2010), states that a common problem for EFL learners is dealing with a passive class, where learners are unresponsive and avoid interaction with the teacher and other learners. Learners' problems in speaking always occur in every speaking activities for example; Brown (2007), commented that one of the more complicated problem of foreign language learning and teaching has been to define and apply the construct of motivation in participating to the interaction. In order to motivate the learners to engage in speaking activities or interaction outside the classroom, school parties or teachers must create school environment which enable the learners interact to use English in real communication and learners' opportunities for exposure to the target language and for language practice.

Having said that, the main objective of teaching English is to enable students to use the four language skills effectively. As teachers, it is indistinguishable whether students are able to use the language properly unless it is produced, either verbally or composed. Therefore, through pair-work interaction, it is believed that teachers have more control to monitor students' involvement in speaking activities compared to individual work or group work where some students may dominate the interaction episode while others may be apathetically passive (Jones, 2007). Nonetheless, pair-work task is expected to increase students' knowledge and to reduce monotony in the learning and teaching process.

Teachers as facilitators and monitors (Richards, 2006) are required to monitor and create communicative and interactive activities by giving students a great deal of opportunities to practice the target language. Likewise, recounts from previous studies illustrate that students feel comfortable working, interacting and making mistakes with their partners

rather than with their teachers, and corrective feedbacks from peers are found to be less daunting than the correction by teachers (Westbrook, 2011).

Let's take a quick look at another aspect of monitoring in language learning known in the field as feedback. Hattie and Yates (2014), defined feedback as “information allowing a learner to reduce the gap between what is evident currently and what could or should be the case”. Feedback is one of the attributes of effective monitoring. Therefore, providing feedback to students lets them know how they are doing and helps them to correct errors of understanding and fill in gaps in knowledge. Subsequently, feedback can help not only teachers, but also students through the monitoring process, since it explains how successful or unsuccessful a student is at a given topic, and it provides them the opportunity of self-assessment and correction in order to improve their performance.

According to Narciss (2012), feedback is all post-response information which informs the learner on his/her actual state of learning or performance in order to regulate the further process of learning. This information can be provided by external sources of information: teachers, peers, parents, computer-based trainings, and also by internal sources of information; information perceivable by the learner while task processing, as a result of that corrective information, a learner can look up the answer to be able to evaluate and monitor his/her own learning process. Thus, feedback is a consequence of performance, (Hattie and Timperley, 2007:81), which means that effective feedback should be guiding, explanatory, and encouraging, and it should help students find their mistake and evaluate their own development process.

It can be concluded that speaking is an oral expression of an active process of constructing meaning which involves phonological and grammatical system and requires the ability to manage speaking, and it is also important to know that the practice of monitoring is an essential classroom management technique that plays an important role on students' learning in the EFL field when developing speaking activities, since it supports students' learning in such a way that no other activity could. For such a reason, the use of this classroom management technique allows teachers to generate some opportunities to help students by providing assessments and feedback in order to go deeper into the process, and witness the evolution they have in learning, especially in their speaking performance. Likewise, by doing the practice of monitoring teachers can identify what students have not yet acquired, so that they can assist learners to develop and improve their speaking performance through activities that focus their attention on language, skills and strategies which are an important part of learning a foreign language.

C. KEY TERMS DEFINITIONS

- **Accuracy:** refers to how correct learners use of the language system is, including their use of grammar, pronunciation and vocabulary.
- **Anxiety:** a feeling of fear students might go through whenever their oral participation is asked. The most common indicators are: nervousness, restlessness, sweating, and trembling.
- **Assessment:** wide variety of methods or tools that educators use to evaluate and measure students' learning progress, skill acquisition or educational needs.

- **Feedback:** information provided to a learner to reduce the gap between current performance and a desired goal.
- **Inhibition:** conscious or unconscious restraint to participate in class. The most common indicators are: shyness, introvert, and unwillingness.
- **Learning probes:** Techniques which help teachers to ascertain whether or not students understand a lesson. Questioning is an example of such technique.
- **Monitoring:** activities pursued by teachers to keep track of students learning for purposes of making instructional decisions and providing feedback to students on their progress.
- **Performance:** extent to which students have achieved their educational goals. Not only reflects the main output of the learners but also it helps teachers to see student's progress in their learning process.

IV. TYPE OF STUDY

This research will be conducted by means of an exploratory research that aims at exploring and understanding what is happening, looking for new insights, asking questions, and assessing the phenomenon being investigated. Hence, exploratory research is the process of investigating a problem that has not been studied or thoroughly investigated in the past. It is usually conducted to have a better understanding of the existing problem. Consequently, in this type of study, the process of the research varies according to the finding of new data or insight.

V. RESEARCH DESIGN

A. NON-EXPERIMENTAL CROSS-SECTIONAL DESIGN

To carry out this project researchers will use the non-experimental cross-sectional research design because the phenomenon under study will be analyzed in its real setting without any intervention or manipulation and data will be collected just once a given point in time out of sample population.

VI. POPULATION AND SAMPLE

A. POPULATION

This study will take place at the Foreign Language Department of the University of El Salvador. Therefore, in this research, the population selected will be 123 students from the English Teaching major who belong to four groups of Advanced Intensive English II courses, semester I-2020. Likewise, the teachers' in charge of the Advanced Intensive English II courses from the English Teaching major will be taken as the population.

B. SAMPLE

In this study, the researchers will use the stratified random sampling technique to select those students who are going to complete the survey. This type of sampling involves the division of the population into smaller groups known as strata, the strata are formed based on members' shared attributes or characteristics. Hence, the criteria to select the sample from the population will be the age. To calculate the sample, the formula for finite population has been used in the way it is expressed above. Consequently, from a population

of 122 students enrolled in the Advanced Intensive English II course, 54 students will be selected.

STUDENTS' SAMPLE

CACULATING SAMPLE SIZE (FINITE POPULATION)

Formula:

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{(N - 1) e^2 + z^2 \cdot p \cdot q}$$

Substituting the formula:

$$n = \frac{(1.96)^2 (0.5) (0.5) (123)}{(122 - 1) (0.1)^2 + (1.96)^2 (0.5) (0.5)}$$

$$n = \frac{(3.8416) (30)}{(121) (0.01) + (3.8416) (0.25)}$$

$$n = \frac{118.1292}{1.21 + 0.9604}$$

$$n = 54.42 \quad n = 54$$

Where:

N= size of the population

z= statistical confidence level (95% = 1.96)

p= success

q= failure

e= sampling error

CALCULATING STRATA

Formula:

$$fh = \frac{n}{N} = x$$

Substituting the formula:

Where:

n= size of the sample

N= size of the population

$$fh = \frac{54}{122} = 0.4426$$

In order to know how many students of the sample will be selected out each group, the total of the subpopulation will be multiplied by this constant fraction (0.4426).

Advanced Intensive English II groups.	Total population (fh)=0.4390	Sample
Group 1	33	15
Group 2	30	13
Group 3	26	11
Group 4	33	15
	N=122	n=54

TEACHER'S SAMPLE

The four teachers in charge of the courses taken as the population will be chosen to collect the qualitative data. Therefore, to select these teachers who are going to take part in the interview, as well as the class observations the purposive nonrandom sampling procedure will be used.

Criteria for selecting teachers' sample	
Teachers from the English teaching major	They are teaching classes/groups out of which students' sample is taken out.
	They can provide reliable and useful information for the development of the research.
	The class schedule is accessible for the researchers to develop the class observations.
	Teachers know about the topic under study and have a lot of experience teaching at the Foreign Language Department.
	They show optimism and willingness to collaborate with researchers, therefore, gathering data will be feasible.

VII. DATA GATHERING PROCESS

A. QUALITATIVE/ QUANTITATIVE RESEARCH TECHNIQUES

The main research techniques to gather qualitative and quantitative data will be an interview, a survey, and an observation checklist. First of all, the selected students will fill out a quantitative survey as part of the research project; such instrument will be developed online. To conduct it, researchers will get in contact with the participants via email. Thus, the survey will contain a variety of close-ended questions; students must select the option that best matches with their opinion by means of a rating scale. The purpose of such survey is to collect the necessary information to answer the general research question.

Likewise, the second instrument which is the qualitative interview will be addressed online. To conduct the interview, the researchers will get in contact with the four teachers in charge of the Advanced Intensive English II courses to schedule an online meeting, which will be recorded to facilitate the interpretation of the information provided. Such interview will contain different opened-ended questions in order to collect their opinions and experiences along their teaching instruction regarding the topic being investigated.

Finally, the observation checklist will be administered to the four Advanced Intensive English II groups. This useful tool will help the researchers to gather and accumulate information carefully and systematically without intervening about or manipulating it. Therefore, this instrument will be administered online, researchers will observe every group class in two different periods with the purpose of gathering more reliable data at any given time. The objective of such instrument is to gather evidence from two different perspectives; students' perspectives and teachers' perspectives.

B. QUALITATIVE/ QUANTITATIVE RESEARCH INSTRUMENTS

INSTRUMENT 1



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGE DEPARTMENT



Interview addressed to teachers in charge of Advanced Intermediate English II courses.

General objective: To determine how teacher's monitoring students' involvement during class time influence their speaking participation in the Advanced English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department.

Direction: Based on your experience at the Foreign Language Department of the University of El Salvador teaching Advanced English courses answer the following questions.

QUESTIONS

Monitoring techniques

- 1) What are some of the most useful monitoring techniques do you apply in class?
How often do you apply them?
- 2) Do you ask for brief student responses to lesson content in order to determine their understanding of what is being taught, as well as their ability to express themselves?
- 3) In which stage do you provide feedback to your students, before, while, or after the class? Why?
- 4) How do your students respond to feedback? Are they more likely to participate or there is not more participation at all after receiving it?

- 5) When students are working on a given activity, do you move around the classroom to check if they are doing what they are supposed to?

Class participation/activities

- 6) Do you consider class participation increase students' ability to improve the language?
- 7) How do you encourage students to participate in class?
- 8) In your opinion, what are the main reasons students remain silent when their participation is asked?
- 9) What is your opinion about this statement? "The purpose of monitoring classrooms activities is to help students become aware of their speaking performance"?
- 10) Do you consider those students who have speaking proficiency problems is because of in previous courses they lacked of monitoring while developing speaking activities?

Personality factors

- 11) In your opinion, how does personality factors (anxiety, inhibition, low self-esteem) inhibit students to participate in class?
- 12) Have you ever noticed some anxiety indicators (sweating, nervousness, trembling) in your students when they are asked to participate?

INSTRUMENT 2



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGE DEPARTMENT



Survey addressed to students who are taking Advanced Intermediate English II course.

General objective: To determine how teacher's monitoring students' involvement during class time influence their speaking participation in the Advanced English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department.

Directions: Please indicate your level of agreement or disagreement with the following statements selecting the answer that best matches with your opinion.

Monitoring techniques

- 1) Do you believe your teacher should monitor every single activity in order to evaluate your speaking performance?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 2) Do you consider your teacher should always provide you comments about how well or poorly you are using the language?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 3) Does the practice of feedback from your teacher help you find your mistakes at the moment you produce the language?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 4) Does your teacher create communicative and interactive activities for you to practice the target language?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 5) When working in a specific activity, does your teacher move around the classroom to check if you are doing what you are supposed to?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 6) When checking homework, does your teacher make notes in your papers to point out errors and the way to improve them?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 7) Does your teacher ask you for brief responses about lesson content in order to determine your understanding of what is being taught?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

Class participation/activities

- 8) Does your teacher create a good classroom environment in order to promote your participation in class?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

- 9) Do you consider that with the teacher involved in students' speaking activities as if s/he were another student increases your confidence to participate and practice the language?

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly agree*

10) During speaking activities does your teacher provide you with enough time for language practice?

Strongly Disagree

Disagree

Neutral

Agree

Strongly agree

Personality factors

11) Do you believe personality factors such as anxiety, inhibition and low self-esteem might obstruct your oral proficiency?

Strongly Disagree

Disagree

Neutral

Agree

Strongly agree

12) Have you ever felt worried about making mistakes and fearful of criticism when you are asked to participate in class?

Strongly Disagree

Disagree

Neutral

Agree

Strongly agree

13) Do you think those students who refused to participate in class are the ones who went through an embarrassing situation when receiving feedback?

Strongly Disagree

Disagree

Neutral

Agree

Strongly agree

14) Do you consider learning the accurate use of grammar and vocabulary should facilitate the progress in your speaking accuracy?

Strongly Disagree

Disagree

Neutral

Agree

Strongly agree

INSTRUMENT 3



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



Observation checklist for online classes

General objective: To determine how teacher's monitoring students' involvement during class time influence their speaking participation in the Advanced English II courses from the English Teaching major during semester I-2020 at the Foreign Language Department.

Instructions: While observing the class, put a check in the appropriate column, and finally write any comments you want to make about it.

Category	Response			Comments
	Yes	No	Neutral	
Class monitoring				
Instructor encourages students to share audio and video when is required.				
Instructor restrict students' audio to minimize surrounding noise.				
Instructor enables students to use chat as a communication tool.				
Instructor volume, pace, and diction allow students to follow the class session.				
Class participation				
Instructor encourages students' participation.				
Instructor encourages interaction between students.				
Instructor uses practices that increase students' motivation.				
Instructor asks questions to monitor student understanding.				
Students hesitate to participate when they are asked to.				
Students show nervousness and anxiousness when participating.				
Feedback				
Instructor provides students constructive and encouraging feedback on how to improve their comprehension or performance in class.				
Instructor provides information to students about their performance on class activities.				
Instructor provides non-constructive and/or discouraging feedback.				
Instructor reviews or mentions prior class material.				
Instructor responds respectfully to student lack of knowledge or understanding.				
Students ask for clarification when they have doubts.				
Students feel willing to participate after receiving feedback.				

C. DATA GATHERING PLAN

After selecting the participants who are going to take part in the research project an interview, a survey, and an observation checklist will be administered to students from the Advanced Intensive English II courses, and teachers in charge of those groups. These instruments aim at collecting useful data in order to determine how teachers' monitoring students' involvement during class time influence their speaking participation.

INSTRUMENT	PARTICIPANTS	WEEK	FORMAT	RESEARCHERS
PILOT STUDY	Students who are taking Advanced Intensive English II courses at the Foreign Language Department. They will be chosen randomly.	Second week of May	Online	Elizabeth Abarca Yanira Rivera Heissy Delgado
INTERVIEW	Teachers in charge of the Advanced Intensive English II course from the English teaching major.	Fourth week of May	Online	Elizabeth Abarca Yanira Rivera Heissy Delgado
SURVEY	Fifty four students from the Advanced Intensive English II course from the English teaching major.	First and second week of June	Online	Elizabeth Abarca Yanira Rivera Heissy Delgado
OBSERVATION CHECKLIST	Fifty four students from the Advanced Intensive English II course from the English teaching major, and the teachers in charge of those groups.	Third and fourth week of June	Online	Elizabeth Abarca Yanira Rivera Heissy Delgado

15) DATA ANALYSIS

A. QUALITATIVE/ QUANTITATIVE DATA ANALYSIS PROCEDURE

When analyzing the data researchers will apply a variety of classificatory metrics by which mixed methods research can be described. The basic premise of this methodology is that such integration permits a more complete utilization of data than do separate quantitative and qualitative data collection and analysis.

The qualitative data gathered from the interviews will be analyzed in several steps. First, having audio recorded all interviews, researchers will proceed to transcribe the audio data and read the transcripts one by one in order to gain detailed insights of the topic being explored. Second, when transcripts have been analyzed, the researchers will develop a data coding system to label relevant words, phrases, sentences or sections. Third, the researchers will proceed to create categories by bringing several codes together, besides those categories will be labeled by deciding which are the most relevant and how they are connected to each other.

On the other hand, the quantitative data gathered from the surveys will be analyzed by means of descriptive statistics which are used to describe the basic features of the data. It provides simple summaries about the sample and the measures, together with simple graphics analysis. Therefore, the researchers will attempt to convey the essential characteristics of the data by arranging it into a more interpretable form, by forming frequency distributions and generating graphical displays which will show the frequencies and shapes that characterize a quantitative variable. Likewise, the data gathered from the

checklist observation will be analyzed, interpreted and reported by means of descriptive statistics.

B. DATA ANALYSIS PLAN

After gathering all qualitative and quantitative data, researchers will proceed to narrow all the information down and analyze the results gotten regarding how teacher's monitoring students' involvement during class time influence their speaking participation. Since the mixed method is being developed, the data will be analyzed separately, the qualitative and quantitative data.

INSTRUMENT	PARTICIPANTS	WEEK	FORMAT	RESEARCHERS
INTERVIEW	Teachers in charge of the Advanced Intensive English II course from the English teaching major.	Third and fourth week of June	Transcripts	Elizabeth Abarca Yanira Rivera Heissy Delgado
SURVEY	Fifty-four students from the Advanced Intensive English II course from the English teaching major.	First and second week of July	Graphics	Elizabeth Abarca Yanira Rivera Heissy Delgado
OBSERVATION CHECKLIST	Fifty-four students from the Advanced Intensive English II course from the English teaching major, and the teachers in charge of those groups.	Second and third week of July	Graphics	Elizabeth Abarca Yanira Rivera Heissy Delgado

16) THE RESEARCH REPORT

A. FORMAT OF RESEARCH REPORT

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**

“Format for the research project report”

I. RESEARCH TOPIC

II. STATEMENT OF THE PROBLEM

- A. Historical framework
- B. Description of the problem
- C. Objectives
- D. Research questions
- E. Justification/rationale
- F. Delimitation of the problem

III. FRAMEWORK

- A. Historical framework
- B. Theoretical framework

IV. TYPE OF STUDY

- A. Exploratory
- B. Descriptive
- C. Correlational
- D. Explanatory

V. HYPOTHESES

- A. Hypotheses
- B. Conceptual definition of variables
- C. Operational definition of variables

VI. RESEARCH DESIGN

- A. Non-experimental designs
 - 1. Cross-sectional or transversal design
 - 2. Longitudinal design
- B. Experimental designs
 - 1. Pre-experiments
 - 2. Quasi-experiments
 - 3. Pure experiments

VII. POPULATION AND SAMPLE

- A. Population
- B. Sample
 - 1. Random samples
 - a. Simple random sampling
 - b. Systematic sampling
 - c. Stratified random sampling
 - d. Cluster random sampling
 - 2. Nonrandom samples
 - a. Convenience sampling
 - b. Quota sampling
 - c. Purposive sampling
 - d. Snowball sampling

VIII. DATA GATHERING PROCESS

- A. Quantitative/ qualitative or qualitative/quantitative research techniques
- B. Quantitative/ qualitative or qualitative/quantitative research instrument(s)
- C. Data gathering plan

IX. DATA ANALYSIS

- A. Quantitative analysis
 - 1. Data base
 - 2. Statistical procedures
 - 3. Data analysis
 - 1. Univariate analysis
 - 2. Bivariate analysis
 - 3. Multivariate analysis
- B. Qualitative analysis
 - 1. Analysis by questions
 - 2. Analysis by set of questions
 - 3. Analysis by instrument
 - 4. Comparison and contrast charts
 - 5. Matrixes
 - 6. Etc.

X. FINDINGS

- A. Hypotheses' test
- B. Answers to the research questions
- C. Most outstanding findings

XI. CONCLUSIONS

- (1- 5 conclusions)

XII. RECOMMENDATIONS

ANNEXES

Annex A. Research project

Annex B. Timetable

Annex C. Concordance table

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ANNEXES

ANNEX A. TIMETABLE

ACTIVITIES	MONTH	FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST			
	WEEKS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SELECTION OF THE RESEARCH TOPIC			■																										
ADVISORIES			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
PLANNING THE RESEARCH PROPOSAL				■	■	■																							
PRESENTATION OF THE RESEARCH PROFILE																													
LITERATURE REVIEW				■	■	■																							
RESEARCH PROJECT PROGRESS REPORT						■	■	■	■	■	■																		
INTRUMENTS DESIGN					■	■	■	■	■																				
PILOTING														■															
DATA COLLECTION (INTERVIEW)																■													
DATA COLLECTION (SURVEY)																	■	■											
OBSERVATION CHECKLIST																		■	■										
DATA ANALYSIS																			■	■	■	■	■						
DATA ANALYSIS RESULTS																					■	■							
ELABORATING ON FINDINGS																								■	■				
WRITING CONCLUSIONS																								■	■				
WRITING RECOMENDATIONS																								■	■				
WRITING THE COMPLETE RESEARCH REPORT																										■	■		

ANNEX B. CONCORDANCE TABLE

VARIABLES	DIMENSION	INDICATORS	QUESTIONS	RESEARCH TECHNIQUES
Monitoring techniques	<ul style="list-style-type: none"> ➤ Classroom reviews ➤ Classroom testing 	<ul style="list-style-type: none"> ➤ Reviewing students' performance ➤ Questioning students 	<ol style="list-style-type: none"> 1. What are some of the most useful monitoring techniques do you apply in class 2. Is it essential to provide with classroom reviews to students as part of the learning process? 3. Do you consider effective feedback help students to improve their oral performance? 4. How do your students respond to feedback? 5. How often do you provide feedback to your students? 6. Should your teacher monitor every single activity in order to evaluate your speaking performance 7. Does your teacher create communicative and interactive activities for you to practice the target language? 8. Does your teacher move around the classroom to check if you are doing what you are supposed to? 	<p>Interview to:</p> <ul style="list-style-type: none"> ➤ Teachers <p>Survey to:</p> <ul style="list-style-type: none"> ➤ Students
Class participation	<ul style="list-style-type: none"> ➤ Frequency ➤ Time ➤ Type 	<ul style="list-style-type: none"> ➤ Always ➤ Sometimes ➤ Before/after class ➤ Direct ➤ Indirect 	<ol style="list-style-type: none"> 1. Do you consider class participation increase students' ability to acquire the language? 2. How do you encourage students to participate in class? 3. What are the main reasons students remain silent when their participation is asked? 4. Does your teacher create a good classroom environment in order to promote your participation in class? 	<p>Interview to:</p> <ul style="list-style-type: none"> ➤ Teachers <p>Survey to:</p> <ul style="list-style-type: none"> ➤ Students
Personality factors	<ul style="list-style-type: none"> ➤ Anxiety ➤ Inhibition ➤ Self-esteem 	<ul style="list-style-type: none"> ➤ Nervousness ➤ Sweating ➤ Shyness ➤ Eagerness ➤ Reluctancy 	<ol style="list-style-type: none"> 1. How do personality factors inhibit students to participate in class? 2. Have you ever noticed some anxiety indicator in your students when they are asked to participate? 3. Have you ever felt worried about making mistakes and fearful of criticism when you are asked to participate in class? 4. Do you think those students who refused to participate in class are the ones who went through an embarrassing situation when receiving feedback? 	<p>Interview to:</p> <ul style="list-style-type: none"> ➤ Teachers <p>Survey to:</p> <ul style="list-style-type: none"> ➤ Students

ANNEXES

ANNEX B. TIMETABLE

ACTIVITIES	MONTH	FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST				SEPTEMBER			
	WEEKS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SELECTION OF THE RESEARCH TOPIC																																	
ADVISORIES																																	
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WRITING RECOMENDATIONS																																	
WRITING THE COMPLETE RESEARCH REPORT																																	

ANNEX C. CONCORDANCE TABLE

VARIABLES	DIMENSION	INDICATORS	QUESTIONS	RESEARCH TECHNIQUES
Monitoring techniques	<ul style="list-style-type: none"> ➤ Classroom reviews ➤ Classroom testing 	<ul style="list-style-type: none"> ➤ Reviewing students' performance ➤ Questioning students 	9. What are some of the most useful monitoring techniques do you apply in class 10. Is it essential to provide with classroom reviews to students as part of the learning process? 11. Do you consider effective feedback help students to improve their oral performance? 12. How do your students respond to feedback? 13. How often do you provide feedback to your students? 14. Should your teacher monitor every single activity in order to evaluate your speaking performance 15. Does your teacher create communicative and interactive activities for you to practice the target language? 16. Does your teacher move around the classroom to check if you are doing what you are supposed to?	Interview to: <ul style="list-style-type: none"> ➤ Teachers Survey to: <ul style="list-style-type: none"> ➤ Students
Class participation	<ul style="list-style-type: none"> ➤ Frequency ➤ Time ➤ Type 	<ul style="list-style-type: none"> ➤ Always ➤ Sometimes ➤ Before/after class ➤ Direct ➤ Indirect 	5. Do you consider class participation increase students' ability to acquire the language? 6. How do you encourage students to participate in class? 7. What are the main reasons students remain silent when their participation is asked? 8. Does your teacher create a good classroom environment in order to promote your participation in class?	Interview to: <ul style="list-style-type: none"> ➤ Teachers Survey to: <ul style="list-style-type: none"> ➤ Students
Personality factors	<ul style="list-style-type: none"> ➤ Anxiety ➤ Inhibition ➤ Self-esteem 	<ul style="list-style-type: none"> ➤ Nervousness ➤ Sweating ➤ Shyness ➤ Eagerness ➤ Reluctancy 	5. How do personality factors inhibit students to participate in class? 6. Have you ever noticed some anxiety indicator in your students when they are asked to participate? 7. Have you ever felt worried about making mistakes and fearful of criticism when you are asked to participate in class? 8. Do you think those students who refused to participate in class are the ones who went through an embarrassing situation when receiving feedback?	Interview to: <ul style="list-style-type: none"> ➤ Teachers Survey to: <ul style="list-style-type: none"> ➤ Students