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FACULTAD DE LENGUAS

**Speaking Common Mistakes in Students
of Target Language II at LEI: A Case Study**

**FOR THE DEGREE OF
LICENCIADO EN LA ENSEÑANZA DEL INGLÉS**

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of Target Language II at LEI: A Case Study**

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Dedication

I would like to thank too much, to my mom María Tania González Muñoz because she always supported me when I needed help. She is an angel who guides my steps although she is not here physically present, but I have never given up. She worked hardly for me and my brother and she gave me her advice and encouragement to go ahead. She was with me in all moments of tumbles and troubles. My mother's dream was that I could finish my bachelor and to become a teacher, my professional success was her full fill pride, I love you, mom. To my Best Friend Alejandra Castillo Medel, she is like my mom due to she always asked me to carry on and to achieve my dreams. She supported me economically and morally in order to get my high objective, that was to finish my bachelor and obtain my degree. She came to my life and inspired me to go ahead and believe that all is possible if we have faith in something. Her love towards me made me stronger to settle and close this stage of my academic life. I love my unique brother Iván González González who is my motivation for being a professional, he has been with me since my mom left this world and my Family Margarita Ríos Pérez and Miguel Ángel González Rojas because without them, I would not have been able to continue studying and achieving one of my great objectives in my life: my degree in Teaching English.

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CHAPTER I

1.0 Introduction

Speaking is considered by many to be the fundamental skill in second language (L2) learning Celce- Murcia (2014). Of all the four skills (listening, speaking, reading and writing), it seems intuitively the most important. People who know and perform a language are referred as 'speakers' of that language. Due to speaking included all other kinds of Knowledge, so most language learners are mainly interested in learning to communicate orally.

Currently in Mexico the new educational policy allows students to learn English from a young age, it means that this policy includes English teaching in basic levels at school; but unfortunately in some parts of our country, learning English is still a privilege; where the students who want to learn English have to pay for learning this language. The Licenciatura en Enseñanza del Ingles (LEI) at Benémerita Universidad Autónoma de Puebla (BUAP) is based on the Modelo Universitario Minerva (MUM), which is characterized by its constructivist approach and it is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Indeed, learners are the builders of their own meaning and knowledge in order to certificate their language level. Therefore, The Faculty of Languages at BUAP is taking into account as a referent, the Common European Framework of References for Languages (CEFRL).

The Common European Framework of References for Languages (CEFRL) provides a common basis to create the language syllabus, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn, and to achieve in order to use a language for communication and the different information and skills they have to develop in order to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The Common European Framework has intended to overcome the barriers of communication among professionals working in the field of modern languages arising from different educational systems in Europe. It provides the means for educational administrators, course designers, and teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view of situating and coordinating their efforts and to ensuring that they meet the real needs of learners for whom they are responsible, because all the students who want to be graduated must accomplish this certification of the language to finish their degree.

According to the educational policy of the Faculty of languages at BUAP students of target language II must reach the A2 level, based on the Common European Framework of References for Languages (CEFRL); developing their knowledge,

improving their understanding and their spoken production in English language to reach the necessary level.

Those reasons previously mentioned are essential to be taken into account because students at LEI need to follow and perform them accurately. Some students only study English language as a requirement and they are not able to communicate with others and at the end of the bachelor, they have problems with it, in other words, they do not reach the expected level required. Ur (2012) suggests that speaking seems intuitively the most important: people who know a language are referred to as `speakers` of that language, as if speaking included all other kinds of knowledge. Several language learners are mainly interested in oral communication. More advanced classes need to learn to use spoken English not only for informal interaction, but also for more formal presentations. Training in giving presentations is particularly for those students studying English for Academic purposes (EAP) or for a career in business. Presentations involve longer stretches of speech and may be accompanied by written or graphic material displayed on a screen or handouts: They are followed by a question-and answer session or discussion.

Celce Murcia (2000, p. 162), says that spoken language, as “something that has often been pointed out, happens in time, and must therefore be produced and processed `on line`”. There is no going back and changing or restructuring our words as there is in writing, there is often no time to pause and think, and while we are talking or

listening, we cannot stand back and view the discourse in spatial or diagrammatic terms. “For each occasion on which we speak, there are certain requirements we must seek to satisfy. It is our perception of these requirements that lies behind our purposeful utterances: we pursue a purpose that is in some sense imposed upon us by our reading of the present situation vis-à-vis our listener’s perception of that situation provides a framework to interpret what they say.

1.1 Statement of the problem

Considering that the spoken production is necessary to communicate in any language and the demand of speakers using English effectively is necessary in every country, spoken production is one of the biggest challenges in learning a foreign language, it is important to be taken into account. If students of Target language II at Licenciatura de la Enseñanza Del Inglés do not develop the speaking skill they will have less probability to communicate with English language people. This research is focused in target language II students, because some of them have a less level in English than it is expected, as a result their spoken production is not sufficient and they have troubles to express themselves in English. They usually commit mistakes and they use basic vocabulary.

Students from Faculty of Languages at BUAP would be expected to develop the spoken production in a good way according to their level, but they have problems improving it, for this reason, this study researches and analyzes this problem in order

help to understand its causes and the possible solutions for teachers and students of Target language II at the LEI faculty in the BUAP. Therefore, this study is focusing on an action research by collecting and interpreting data through OM (Multimedia English Placement Test) related to listening comprehension, grammar structures, vocabulary usage and verbal structures in order to identify the real students English level and an assessment oral test for considering the fluency, pronunciation, vocabulary and grammar oral production because it is important to find a way to enhance the speaking through these abilities despite when speak use all this skills to communicate our thoughts and ideas. It is also necessary to mention that speaking is one of the most difficult ability to develop in Target Language at the university based on students' previous comments.

1.2 Significance of the study

It is necessary to carry out this research to identify, the most common problems that students of Target Language II face at Licenciatura de la Enseñanza del Inglés due to the expectations in order to accomplish the A2 speaking level achievement in Target language II. So, there is not certainty about them when LEI students speak the English language and the most important difficulty is that they are not confident when they talk. They have trouble because if they do not understand well when they listen to other people, they cannot make a properly oral production. So, they may show confusion because their vocabulary is not enough. Therefore, some LEI students need more vocabulary usage because sometimes they use few words or use the same vocabulary

getting repetition all the time using the same words and as a result for them it is difficult to success in a conversation for the reasons mentioned before.

1.3 Theoretical Context

According to Scott Thornbury (2002, p. 13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguistic David Wilkins summed up the importance of vocabulary learning. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.

According to Celce Murcia (2000, p. 3). Human communication fulfills many different goals at the personal and social levels. We communicate information, ideas, beliefs, emotions, and attitudes to one another in our daily interactions, and we construct and maintain our positions within various social contexts by employing appropriate language forms and performing speech activities to ensure solidarity, harmony, and cooperation or to express disagreement or displeasure, when called for. The acquisition of communication skills in one's first language is a lifelong process.

1.4 Research Setting

The following work was conducted at the Faculty of Languages with spring 2017 Term Target Language II students in the Licenciatura en la Enseñanza del Inglés (LEI) at BUAP. This course was focused on identifying the students' Target Language II real

level and problems that they faced in the speaking skill. Students will be evaluated in order to get evidences for knowing their results that they have in English language level A2.

1.5 Purpose of the study

The purpose of this study case study is to explore the real level that students have and with this data identify the skills and abilities developed at that moment, and to assess the speaking problems in students of Target language II spring 2017 section 10, at Licenciatura en la Enseñanza del Inglés in the BUAP languages faculty, and as a result to know the way to help students to improve their spoken production by analyzing the use of vocabulary, finding information and evidences about the level that students have, and their capacity to maintain a conversation to determine the different problems that exist in this level.

For the purposes of this research firstly, this study assessed the students 'real level, applying a test and determine their results through the Online test called OM "personal" (Pragmatics and oral Task based on Trinity College), in second place students received a worksheet to determine their written vocabulary production and finally an oral test so, two instruments to help to obtain the data: An Online test called "OM Personal", (Pragmatics and oral Task based on Trinity College) and an Oral rubric exam based on CEFRL.

1.6 Research Questions

1. What is the real English level that students of Target language II 2017 term at Licenciatura de la Enseñanza del Inglés have?
2. Based on Trinity college task what are the most common difficulties that students of target language II at Licenciatura de la Enseñanza del Inglés face when they try to speak in English?
3. How could students of target language II at Licenciatura de la Enseñanza del Inglés improve the A2 level expected in this bachelor?

CHAPTER II

Literature Review

2.1 Speaking skill

Brown (cited in Celce –Murcia 2014, p.106) said that “the act of speaking is staggeringly complex. A number of the characteristics of speaking lead to this complexity. These include clustering (i.e. speech is segmented into thought groups rather than single words, and even single words may be contracted): hesitation markers and pausing, colloquial language including slang and idioms, and suprasegmentally features including stress, rhythm, and intonation”. Actually, it was assumed that the interactional nature of spoken language requires the speaker’s ability to use motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using the previous skills for the purposes of communication. This means that students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchanges in which many factors interact (Bygate, 1987& Brown, 2001)

Based on Ellis (2009, p. 113) building on swain’s Output Hypothesis, Skehan suggests that production requires attention to form but only sometimes. He

distinguishes three aspects of production: fluency, the capacity of the learner to mobilize his/her system to communicate meaning in real time; accuracy, the ability of the learner to handle whatever level of interlanguage complexity he/she has currently achieved; and complexity, the utilization of interlanguage structures that are “cutting edge”, elaborate, structured. Skehan suggests that language users vary in the extent to which they emphasize fluency, accuracy, or complexity, with some tasks predisposing them to focus on fluency, others on accuracy, and yet others on complexity.

According to Celce Murcia (2014 p. 111) Nowadays, L2 speaking- skills classes at all levels are often structured around functional uses of language. In a nonacademic context, these might involve basic greetings, interacting with school personnel, looking for employment, and the like with adults in an academic context, authentic practice in activities and skills required in post-secondary school classrooms would be central giving oral presentations, listening to content lectures, reading academic texts and the like.

Also about this topic Rod Ellis (2008 p.109) added two important points to be followed from this way of language production. The first is that there are likely to be trade- offs as L2 learners struggle to conceptualize, formulate, and articulate messages. Attention to one aspect of production is likely to be at the expense of others. For, example, L2 learners concerned primarily with what they want to say, i.e. with conceptualizing, may not be able to give much attention to how they say it, i.e.

especially likely if they are unable to draw on a rich exemplar-based system to ease the processing load. Conversely, L2 learners' attention to accuracy may interfere with their ability to conceptualize, leading to mark no fluency. It is very important to take into account speaking, reading, writing and listening activities, because they help students to get the language production and the expected level. Students use the vocabulary for starting a conversation and not having problems at the moment to speak if they have more English words, they might speak better and structuring the ideas. When they start to speak, they forget how to, because they are thinking in what they want to say.

As stated by Lynne Cameron (2002, p. 40) speaking and listening are both active uses of language, but differ in the mental activity involved and demands that they make on learners of language in terms of finding and sharing meaning. Speaking is the active use of language to express meanings so that other people can make sense of them. The labels 'receptive' and 'productive' uses of language can be applied to listening and speaking respectively.

2.2 Teaching speaking skill

According to Celce Murcia (2000, p. 176, 177) Speaking activities and speaking practice in the classroom should enable students to gain experience using all the "prerequisites" for effective oral communication that have been mentioned. Klippel (1984) provides ample ideas for fluency activities, and Ur (1981) offers a variety of

group task- centered activities to promote the use of spoken language in contexts that are suitable for the typical foreign language classroom.

Brian Tomlinson (2003, p. 383) states that “in many cases, preparing materials might just be one third of the job, that is, providing opportunities for learning. Implementing and modifying them are what helps bridge the gap between plans and effects”. To modify materials, besides what can be used to create a springboard for communication from printed sources such as magazine articles or pictures, we can also utilize many verbal interactions taken from real life in the classroom. Another method is by finding opportunities to compare naturally occurring conversations with designer versions which deal with the same topic.

Brian Tomlinson (2002, p. 385) says that “speaking tasks should not merely organize for learners, during interaction, to share information but should also enable them to process it”. Sharing information means discovering missing information from one’s knowledge gap by learning about it from one or more partners. If a task can create this condition, it will succeed in reflecting much real communication, where verbal utterances come voluntarily from the speaker’s personal decisions. For this reason, materials should return control to the learner and learners’ personal decisions should be respected.

This can be done by inviting them to provide a topic from their own interests, raise a question, talk about their own experiences, bring into the classroom stories that they wish to share with others. Good materials allow for the learner choices, which can be provided in a number of ways. The range of decisions may involve learners choosing their role in a project that involves many partners, choosing a subtask in an activity or a choosing topic from a set of suggested topics. In other words, they should allow learners to assess and decide what they need and do not need from what is provided. Besides, good materials do not organize interaction by always putting learners together, thus denying their choice, but to reflect real life communication.

2.2.1 How to teach Speaking Skill

According to CelceMucia (2000, P.p 176, 177) Speaking activities and speaking practice in the classroom should enable students to gain experience using all the “prerequisites” for effective oral communication that have been mentioned. Klipped (1984) provides ample ideas for fluency activities, and Ur (1981) offers a variety of group task- centered activities to promote the use of spoken language in contexts that are suitable for the typical foreign language classroom.

Lynne Cameron (2002, p. 40) states that “to construct understanding in foreign language, learners will use their existing language resources, built up from previous experience of language use. In active listening, the goal of the mental work is to make sense, e.g. of a story or instructions, and is thus naturally meaning focused rather than

language focused". Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). About teaching vocabulary Thornbury, (2002, p. 32, 47) states that "vocabulary learning requires a rich and nourishing diet. Some of these words will be learned actively. Others will be picked up incidentally. So this diet will need to consist of words that have been selected for active study (i.e. for international learning) and it will also need to be a source for incidentally learning through exposure". Teachers need to think of creative ways of developing an activity to ensure memorability. Of course, it would be a bit much to do all these activities, especially since the list of vocabulary items includes such low frequency words as gravy jug! Nor do all groups of words lend themselves to all these activities. But the extra speaking and writing practice students are getting justifies at least some of these activities, even if the targeted words are of a fairly low priority. Teachers need to use the best techniques to teaching vocabulary and implement to the class for making students able to speak using new words It is worth mentioning that students cannot communicate if they lack vocabulary.

Celce Murcia (2014 p. 111) proposes that "learners of academic English will need to practice with different sorts of activities, including participation in class and discussions, interaction with peers and professors, and asking and answering questions related to the academic content". One example was shown by Craven and Sherman

cited by Murcia (2014, p.111) who targeted one of their group with an activity- packed reading-writing book as well as listening –speaking book.

The listening speaking books engage (pre-) academic learners In tasks that develop speaking strategies, promote critical thinking, and reinforce content vocabulary on general academic topics such as psychology, interpersonal communication, advertising, and finance. Extensive listening practice with these topics leads to group discussions and presentations that emphasize relevant speaking skills, such as asking for clarification and practicing and using recap techniques. Notably, there is a strong language component that is integrated with the many communicative activities in the series, such as using modal verbs to give advice, practicing tag question intonation, and linking consonants and vowels.

Celce Murcia (2014p. 113) advises that “group presentations may be the only choice for presentations, given class size and time restrictions. The benefits of students working in pairs or groups to prepare presentations are much the same as for discussions (negotiation of meaning, interaction in an authentic context, collaborative learning etc.), and there is much to recommend them”. The oral skills teacher, however, must plan these assignments carefully by considering questions such as: How will the groups be constituted (i.e., by the teacher, randomly, by interest, or self- selection)? how can the teacher evaluate the contribution of individuals to the process?

According to (Long &Doughty, p. 412) “historically the teaching and testing of speaking have tended to suffer an uneasy relationship with the major dominant approaches to language teaching methodology): Prototypically, speaking was not acknowledged at all as worthy of attention in the grammar- translation approach”. While the audiolingual approach famously highlighted the oral fluency and accuracy of phonology and grammar giving a refracted perspective on oral second language ability- many contemporary standard tests continued to assess language through written skills (a situation still very common today in many parts of the world). Lack of congruence of a different kind can be found in the more recent communicative language teaching (CLT) paradigm.

For some time, testers have seen their work as related both theoretically and practically to pedagogy. For instance, testers often draw their own models of proficiency from pedagogically motivated research (for instance, Bachman, 1990, p.429, the model of which originally drew substantially from Canale &Swain, 1980). Some of the tasks designs and assessment criteria (e.g., North, 1995, 2000) and are hence grounded in teachers’ or assessors’ craft knowledge. Some tests material and tests design guides are developed in consort with teachers and then made directly available to teachers (e.g., British council, 2005).

According to Jeremy Harmer (2015), There are a number of widely- used categories of speaking activity. Many of them fall somewhere at the communicative end of the communication continuum. We will look at specific examples:

1. Acting from scripts

- a) Play scripts:** It is important that when students are working on plays or play scripts, they should treat it as 'real' acting. In other words, we need to help them to go through the scripts as if we were theatre directors, drawing attention to appropriate stress, intonation and speed.
- b) Dialogues:** Students can act out course book dialogues or dialogues they write themselves and, just as with other scripts, they need to have opportunities to practice before they are asked to do so.

2.-Communication games

- a) Information gap games:** Many games depend on an information gap: one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.
- b) Television and radio games:** when imported into the classroom, games from radio and TV often provide good fluency activities, as the following examples demonstrate. In twenty questions the chairperson thinks of an object and tells a team that the object is either animal, vegetable or mineral- or a combination of two or three of these. The team has to find out what the object is by asking only

yes/no questions, such as, can you use it in the kitchen? Or is it bigger than person? They get points if they guess the answer in 20 questions or fewer.

c) Discussion: Discussions range from highly formal, whole – class staged events to informal small group interactions. Some examples are Buzz groups (brainstorming), these discussions can be used for a whole range of purposes. Formal debates, in a formal debate, the students prepare arguments in favor of or against various propositions, Unplanned discussion and reaching a consensus, some discussions just happened in the middle of lessons, they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes.

d) Prepared talks and presentations

One important kind of activity in the prepared talk, where a student or students makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they are prepared, they are more writing like than this. However, if possible, the students should speak from notes rather than form script.

e) Questionnaires

Questionnaires are useful because, by being pre- planned, they ensure that both the questioner and the respondent have something to say to each other. Depending upon how tightly designed they are. They may well encourage the natural repeated use of certain language patterns- and thus can be situated in the middle of our communication continuum.

f) Simulation and role play

Many students derive great benefit from simulation and role- play. Students may simulate a real-life encounter (such as business meeting, an interview or a conversation in an aero plane cabin, a hotel foyer, a shop or cafeteria) as if they were doing so in the real world.

g) Storytelling

In our daily lives, we tell stories all the time. When we arrive at work, we talk about our journeys. When we get home, we talk about what happened at work. We tell each other the story of a movie we saw or a book we have read. We spend hours of our lives telling other people what has happened to us and gossiping about other people.

(P. p. 388- 393)

2.2.2 Errors and mistakes in oral production

Douglas Brown (2014, p.248, 249) says that “learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information”.

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between two very different phenomena: mistakes and errors. A mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both L1 and

L2 production. Proficient users of a language are normally capable of recognizing and repairing such lapses, which do not stem from a deficiency in competence but from a temporary breakdown. These hesitations, slips of the tongue, random ungrammaticalities, and other performance lapses can usually be self-corrected.

Mistakes must be carefully distinguished from errors of a second language learner, idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time. An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Learners of English who ask, “Does John can sing”? are in all likelihood reflecting a competence level in which all verbs require a proposed do auxiliary for question formation, as such, it is an error, most likely not a mistake, and an error that reveals a portion of the learner’s competence in the target language.

2.3 Speaking Assessment

According to Luoma’s (2004p.4) “‘Assessing speaking’ is a process with many stages. At each stage, people act and interact to produce something for the next stage. While the assessment developers are the key players in the speaking assessment cycle, he examiners, interlocutors, raters and score users also have a role to play in the activities”. When someone realizes that there is need for speaking assessment. This leads to a planning and development stage during which, in a shorter or longer process, the developers define exactly what it is that needs to be assessed, and then develop, try

out and revise tasks, rating criteria and administration procedures that implement this intention.

Luoma's (2004, p. 29) says that "when we are assessing speaking, we guide the examiners 'talk by the tasks that we give them. These outline the content and general format of the talk to be assessed and they also provide the context for it". As we saw in the previous chapter, language use varieties by purpose and context, so task design is a very important element in developing assessments. Task design begins with the needs of the assessment situation. The purpose of the test and the practical circumstances in which it will be arranged set the general guidelines, but the most important factor when designing tasks is the construct – related information that the scores must deliver, or in other words what the score users need to know about examinees' speaking skills.

According to Underhill N. (2002, p. 27) "After the learner himself, the teacher is the person who has had the most experience of the learner's speaking ability in the foreign language". Instead of being based on a ten- minute test, a teacher assessment will be based on fifty or a hundred hours' exposure to the learner's language, in a variety of activities and situations. In classical testing terms it is therefore based on a bigger and better sample of language, in individual human terms, the language has been produced under classroom conditions, which should normally mean that the learner was more relaxed and confident than in an oral test.

Table 1. Common reference Levels: self-assessment grid (as taken from the European Council, 2011)

		A1	A2	B1
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

It can be noticed in the table above the different levels from A1, A2 and B1 and the different abilities that students have to perform in each ability assessed. The

common European Framework learning teaching assessment (2011) states that acts of communication with one or more interlocutors are generally undertaken by a language user in pursuance of his or her needs in a given situation. In the personal domain, the intention may be to entertain a visitor by exchanging information on families, friends, likes and dislikes, to compare experiences and attitudes, etc. In the public domain, it will usually be to transact business, say to buy clothes of good quality at a reasonable price. In the occupational domain, it may be to understand new regulations and their implications for a client. In the educational domain it may be to contribute to a role-play or a seminar, or write a paper on a specialized topic for a conference or for publication, etc.

Also, communicative language activities and strategies to carry out communicative tasks, users have to engage in communicative language activities and operate communication strategies. Many communicative activities, such as conversation and correspondence, are interactive, that is to say, the participants alternate as producers and receivers, often with several turns. In oral production (speaking). Activities the language user produces an oral text which is received by an audience of one or more listeners. Examples of speaking activities include: Public address (information, instructions, etc.), addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.). They may involve, for example: reading a written text aloud; speaking from notes, or from a written text or visual aids (diagrams, pictures, charts, etc.); acting out a rehearsed role; speaking spontaneously; singing. Illustrative scales

are provided for: Overall spoken production; Sustained monologue: describing experience; Sustained monologue: putting a case (e.g. in debate); Public announcements; Addressing audiences.

About the overall oral production, the A2 Level in speaking can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. A1 Can produce simple mainly isolated phrases about people and places (CEFL). The following table, Table 2 presents the global scale where the different scales basic user containing the levels A1, A2, independent user B1, B2 and proficient user C1, C2. Also it can be seen the different competences summarized.

Common Reference Levels: Global scale (as taken from the European Council, 2019)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Assessing the speaking skill is complex and the criteria depends on the institution or certification, the next aspects of assessing criteria were taken from CBSE (Central Board of Secondary Education European council 2019) from India government, they are the sub skills of speaking, these aspects may be considered to assess speaking in the Target language III classroom.

1. Speaking intelligibly using appropriate word stress, sentence stress and intonation patterns.
2. Narrating incidents and events, real or imaginary in a logical sequence.
3. Presenting oral reports or summaries; making announcements clearly and confidently.
4. Expressing and arguing a point of view clearly and effectively.
5. Taking active part in group discussions, showing ability to express agreement or disagreement, summarizing ideas, eliciting the views of others, and presenting own ideas.
6. Expressing and responding to personal feelings, opinions and attitudes.
7. Participating in spontaneous spoken discourse in familiar social situations.

Those aspects should also be taken into account when students are speaking, participating, performing activities or presenting a topic, teacher should have notes of his/her students to check their progress in speaking. The educational Testing Service (2012) administers the internet- based test of English as a foreign language (IBT), which assesses the four skills in an academic context using an Internet format. The speaking tests is a semi- direct measure because tests takers do not interact with a live

interlocutor, instead, they respond to computer-generated prompts and tasks by speaking into microphone. In this research it was taken into consideration the spoken interaction because students of target language II have to achieve level A2 at this stage and at the end of their bachelor they have to reach the B2 Level in all the skills including the development in oral production.

According to Diane Larsen & Martin Anderson (2011, p. 125) “a teacher evaluates not only his students’ accuracy, but also their fluency. The student who has the most control of the structures and vocabulary is not always the best communicator. A teacher can evaluate his students’ performance informally in his role as advisor or co-communicator. For more formal evaluation, a teacher is likely to use an integrative test which has a real communicative function”.

2.3.1 Goals and problems in teaching speaking

According to Ur Penny (2012, p. 117) of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing. And many, if not most, language learners are mainly interested in learning to communicate orally. Classroom activities that develop students’ ‘ability to express themselves through speech would therefore seem an important component of a language course. Some courses are explicitly designed to promote oral fluency; others include specific lessons that are labeled ‘conversation classes’. Occasionally students

may need to develop the ability to produce formal, extended speech in the form of oral presentations. But in most cases, the primary aim is to improve students' fluency in formal conversational interaction.

It is very difficult to design and administer procedures that actually get students to talk: more so, in many ways, than to get them to listen, read or write. So let's start by defining the main goals of such procedures, and the accompanying problems.

States by Ur Penny (2012,) the main goals are:

- a) **That the students should actually talk a lot.** As much time as possible during the activity should be used for talk by the students themselves. This way seems obvious, but often a lot of the time is taken up with teacher talk, pauses or classroom management.

- b) **That the language used should be of an acceptable level.** Students should express themselves by using language that is relevant, easily understandable and of an acceptable level of accuracy. This does not mean that all the language has to be absolutely correct, only that is free from pronunciation, lexical and grammatical errors that interfere with the fluent communication of meanings.

Some problems that can influence the speaking skill development are:

- a) **Shyness and inhibitions.** Speaking requires some degree of real-time exposure to an audience. Students are often inhibited about trying to say things

in a foreign language in the classroom because they are worried about making mistakes, scared of criticism or losing face, or simply shy of the attention that their speech attracts.

- b) Finding things to say.** Even if they are not inhibited, you often hear students complain that they cannot think of anything to say just providing an interesting topic. Students need to feel that they have something relevant and original to contribute to the discussion so that it is worth making the effort to speak.
- c) Low participation of individuals.** Only one participant can talk at a time if he or she is to be heard. And in a large group this means that each one will have only very little talking time. An added problem here is the tendency of some students to dominate, while others speak very little or not at all.
- d) L1 use.** In classes where some or all of the students share the same L1, they may fall back on it when they could, with a bit more effort, use English. They do so because it is easier and feels more natural to talk to each other in their own language. Occasional L1 use is inevitable- and, indeed, can be very helpful in solving specific vocabulary problems, for example- but if students spend most of their time speaking their own language, they will obviously have little opportunity to improve their speaking skills in English. (P.p. 117, 118)

However, there are a few useful, simple and practical principles that can help achieve the goals while avoiding or reducing the problems.

2.3.2 The importance of errors in teaching language

H. Douglas Brown (2014) states that the fact that learners make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner – led to a surge of study, in the last few decades of the twentieth century, of learners' errors, called error analysis (Corder, 1971, 1973, Burt&Kiparky, 1972). Error analysis was distinguished from previous approaches to the study of errors by its examination of all possible sources of error, and not just those resulting from L1 interference. Some of those alternative sources include intralingua errors within L2, the socio pragmatic context of communication, numerous strategic techniques, and countless affective variables. Ur (2012, p. 88) adds that "Error correction by the teacher (sometimes referred to as 'corrective feedback') is another much- discussed topic. Most teachers and students assume that it is a natural and necessary component of the language teaching /learning process; however, it has some disadvantages and limitations that need to be taken into account".

According to Ur (2012, P.p. 88-89). In a first language, learners have no competing language, and their mistakes therefore will be a result of what they know, or do not know of the language so far. For example, they may over – generalize rules (E.g. goed instead of went). As they hear the correct forms more and more, these will naturally take over, and conscious correction is not absolutely necessary (although it is sometimes supplied by, for example, a mother talking to her child). However, second – language learners are already fluent in one language. So, unless they are aware of the differences, they may sometimes unconsciously apply a usage which is not appropriate

for the second language (‘interference’). For example, a French speaker may say something like we drink every day coffee. This word order is perfectly acceptable in French, but not in English: and some learners never notice that English orders the words differently unless their attention is drawn to it.

a) Limitations and problems: The main problem with error correction is that it does not produce either immediate or consistent results. Many teachers are familiar with the situation that they correct a student in one lesson – and then see them making precisely the same mistake in the next were they not listening? Did they not understand? Why do not they remember?

b) Attitudes to error correction: Error correction means, basically, that you are telling someone else that they have done something wrong and should do it differently. This has clear implications – possibly negative – for the relationship between the person who corrects and he person who is corrected. And it means that we need to be very sensitive in the way we do it.

2.3.3 Feedback

Jeremy Harmer (2015, P.p. 154, 156) says that “when our students say or write something, we usually, we usually respond in some way to what they have done”. The right kind of formative feedback is one of the greatest contributors to student success, John Hattie (Hattie 2011, Hattie and Yates 2014) and indeed, may have more effect on achievement than any single factor (Black and William 1998). There are many different ways to responding. We can, for example, give the students comments either on what they have said or written (the content) or on the form (how they said or wrote it). Sometimes we might respond to what our students say with praise or encouragement. At other times, when a student makes a mistake, we offer correction. Teachers have to make instant decisions about what kind of feedback they should give when they see or hear their students ‘work.

Jeremy Harmer (2015,) utters that:

“What is clear, from the above discussion, is that giving feedback and correcting students is not a simple matter. The variables we have discussed (of mistakes, activity, student, personality etc.) make it highly sophisticated and personal issue. That is why it is so important for us to be constantly aware of how effective our correction techniques are, and how they are received by our students. Of all the elements that make up classroom practice, correction is perhaps the one that most merits teacher reflection and action research (see feel about it and what they would like us to do- and to use this information to inform our teaching behavior. We can show incorrectness in a variety of ways. For example, we can

say again? When student makes a mistake, and accompany this with a quizzical expression (although we need to be careful of expressions and gestures which might have the potential to offend questioning the correctness of what they have said. We can be more explicit that this and say, that not quite right. Can you try again? Or, if (and maybe echo) the specific area of the mistake, for example.

Student: Flight 309 go to Paris

Teacher: Flight 309 go to Paris?

Sometimes a hint is all that is needed. For example:

Student: I have many furnitures in my room

Teacher: Countable?

Student: Oh yes. I have a lot of furniture in my room.”

(P.p.158, 159)

2.4 Range of language

As said by Jeremy Harmer (2015, p. 258), “We saw some of the many ways we can explain meaning, and when teaching vocabulary, this is a major part of the teacher’s craft. We can show pictures to make meaning clear, and we can make sure that students experience new words in context (in various types of text) So that they can understand how they are used”. Perhaps the best way of introducing new words is to get the students to read texts or listen to audio tracks so that they see or hear those words in action. A major reason for reading texts in class (in contrast to extensive reading) is to give the students new language input. And whenever we ask our students

to read or listen, we will want them to notice how words are used. We will also look at activities designed to get students to research words for themselves using dictionaries”.

About the range of language Schmitt (2000, p. 55) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”. Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrating daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. So, Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

2.4.1 Accuracy

Accuracy is a simple concept to be identified because all researchers agree with the main goal of accuracy. (Housen and Kuikken (2009) regard accuracy as “error-free” speech. Researchers distinguished between two types of measures of grammatical accuracy: specific measures of accuracy and general measures of accuracy (Ellis & Barkhuizen, 2005). As specific measures of accuracy (Crookes, 1989; Kawauchi, 2005; Wigglesworth, 1997), researchers attempt to measure certain forms on learners’ proficiency levels and development. As an example, measuring target like verbal morphology and target-like verbal use of plural are specific measures of grammatical

accuracy. In contrast to specific measure of accuracy, general accuracy is a more realistic and sensitive measure.

Jeremy Harmer (2015, p.157) utters that “many teachers make a distinction between accuracy and fluency. In accuracy work (where the students are studying specific grammar or vocabulary, for example) the focus is on language form. This is true for the presentation stages or for controlled language practice. The general assumption is that whereas correction in accuracy work (sometimes called online correction). Is a good thing, interrupting students who are engaged in communicative activities is less attractive? There are two reasons for this: firstly, it might interrupt their `flow, and secondly, the act of communicating in itself helps the language learning process”.

CHAPTER III

METHODOLOGY

The purpose of this case study was to know the real level that students have and with this data to identify the skills and abilities developed at that moment, and to assess the speaking problems in students of Target language II spring 2017 section 10, at Licenciatura de la Enseñanza del Inglés in the BUAP languages faculty, and as a result to know the way to help students to improve their spoken production by analyzing the use of vocabulary, finding information and evidences about the level that students have, and their capacity to maintain a conversation to determine the different problems that exist in this level.

For the purposes of this research firstly, this study assessed the students' real level, applying a test and determine their results through the Online test called OM "personal" (Pragmatics and oral Task based on Trinity College), in second place students received a worksheet to determine their written vocabulary production and finally an oral test. So, two instruments to help to obtain the data: An Online test called "OM Personal", (Pragmatics and oral Task based on Trinity College) and an Oral rubric exam based on CEFRL. This research was also done using the qualitative method. Denzin & Lincoln (2005) proposed qualitative research as a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. To collect data in qualitative researches, also the University of Connecticut (2013) states that there are two most common ways to collect participant: observations data and in-depth interviewing. This research involves collecting participant observation data because

from there, this research took the sampling of writing errors found in essays. Within five qualitative inquiry categories proposed by Creswell (1998), this research was carried out by a Creswell's category: using case study methodology. MacNealy (1999) states a case study is a carefully designed project that systematically collects information about a writing event or a small group of writers for the purpose of exploring, describing or explaining an aspect not previously known or considered.

3.0 Subjects

This research was applied to students of target language II section 10 at Licenciatura en la enseñanza del Inglés (LEI), in the languages faculty BUAP. The range of age was between 18 and 23 years, the group was made of 11 students, 8 females and 3 males, they were coursing the first year in the major of Licenciatura en Enseñanza del Inglés and the Faculty of Languages BUAP, corresponding to the second semester. Those students have the purpose to become English teachers and the level that they need to get for it is B2. However, in this moment it is supposed that they should have achieved A2 level.

3.1 Instruments

There were three instruments applied during this research: An online test called "Om personal", Pragmatics and Oral Task based on Trinity College and an Oral exam rubric based on CEFRL. The first evaluation OM PERSONAL TEST evaluated five

different abilities (Listening comprehension, listening comprehension, grammar structure, vocabulary usage and verbal structure). The second evaluation was Task from Trinity College, according to Common European Framework. The activity was “writing a description of a friend’s job” for a collage magazine. In other words, describing what a friend does every day and writing about something interesting he/she did last week. And finally saying what he/she likes the most about this job (words range from 80 to 100).

Finally, the third instrument was an oral evaluation based on Common European Framework using a rubric that assessed the range of language, accuracy, fluency, interaction and coherence. This evaluation consisted in answering during 5 minutes some questions, then analyzing students of target language if they are capable to talk and understand.

3.2 Procedures

The first step in this research was to ask permission to the target language II teachers at LEI for performing this study in which only one group was selected writing a document the teacher selected signed, after that students of this level were asked to answer a test in an online page called OM personal. They had a specific time for delivering it. The results were divided in 5 stages that were listening comprehension (Refers to the understanding of the implications and explicit meanings of words and sentences of spoken language).

Reading comprehension, (The act of understanding what you are reading. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing). Grammar structures (The way a sentence is arranged, grammatically. The sentences structure of your writing includes where the noun and verb fall within and individual sentence). Vocabulary usage (A set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Usage can also refer to the usual and correct way a language is spoken or written) and verbal structures. In order to identify students of target language II at LEI to know their current English level, firstly students were evaluated using an online page that is called OM personal, and this exam provided them the real level they have. Likewise, a very important aspect in learning English is the speaking ability so this work was focused on the spoken production considering that the common European framework on this level of the mayor is A2.

The second evaluation was that students wrote about their friend describing some important characteristics. This task was taken from Trinity College Portfolio. It counted with five simple requirements; this is a writing task with a limit of time to accomplish this evaluation. The common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. Across Europe. It describes in a comprehensive way that language for communication

and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The framework also defines levels of proficiency which allow learners 'progress to be measured at each stage of learning and on a life- long basis. Finally, they were evaluated with an oral test.

Accuracy, fluency, interaction and coherence were taken into account on the evaluation rubric.

a) Speaking

Any system of formalized symbols, signs, sounds, gestures, or the like used for conceived as means of communicating thought, emotion. Communication by voice in the distinctively human manner, using arbitrary sounds in a conversation always with conventional meanings. Speech.

a) Accuracy

The condition or quality of being true, correct, or exact. Freedom from error or defect. Precision or exactness. Correctness.

b) Fluency

The ability to speak or write a foreign language easily and accurately. The ability to express oneself easily and articulately.

c) Interaction

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect.

d) Coherence

The quality of being logical and consistent. The quality of forming a unified whole.

A rubric about spoken production adapted by Mtro. Jesús Moreno Carvajal (2018) based on the common European framework was used to measure the criteria of the rubric: the range of language, accuracy, fluency, interaction and coherence. To understand what exactly was evaluated, we have below a brief description each skill evaluated.

CHAPTER IV

RESULTS

In this chapter the results will be explained in detailed. The subjects were evaluated and the results and evidences gotten are presented in this chapter research. It is important to say that students of target language II at LEI, spring 2017 section 10 were evaluated to know their results and analyze them to comprehend why they are not able to speak and why vocabulary is important.

- a) OM personal
- b) Written test
- c) Oral test

4.1 Research Questions

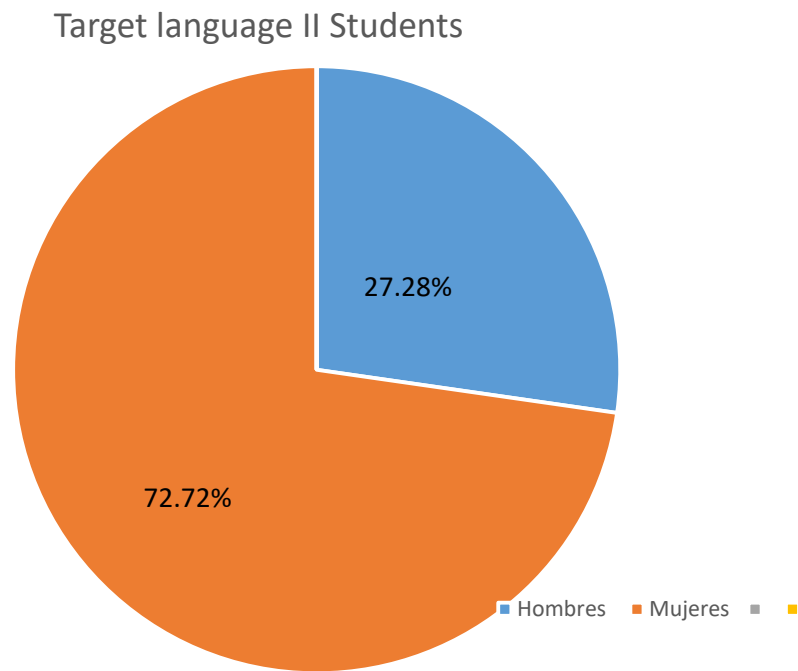
In this chapter, it is going to talk about the following questions that were talked in the 1º chapter.

1. - What is the real English level that students of Target language II at Licenciatura de la Enseñanza del Inglés have?
2. – Based on Trinity college task what are the most common difficulties that students of target language II at Licenciatura de la enseñanza del Inglés face when they try to speak in English?
- 3.- How many students of target language II at Licenciatura de la Enseñanza del Inglés get the A2 level expected in the major?

4.2 Results

Total Number of students who participated during the present research

Figure 1. Total Number of students, Subjects under study of target language II at Licenciatura de la Enseñanza Del InglésLEI section 10.



It can be seen in the above figure the total amount of students of target language II at Licenciatura de la Enseñanza del Ingles in this group was: 11 subjects, 3 men (27.28%) and 8 women (72.72%).

Results of the first evaluation OM Personal Evaluation

Students of target language II at LEI presented an online exam called OM personal the web page is www.ompersonal.com.ar/omtest/contenidotematico.htm in order to assess their results. According to the graphic the results were the following:

Listening Comprehension

Figure 2. Scale of percentages of students of target language II at Licenciatura de la Enseñanza Del Inglés LEI section 10 after applied the listening comprehension OM personal Online test.

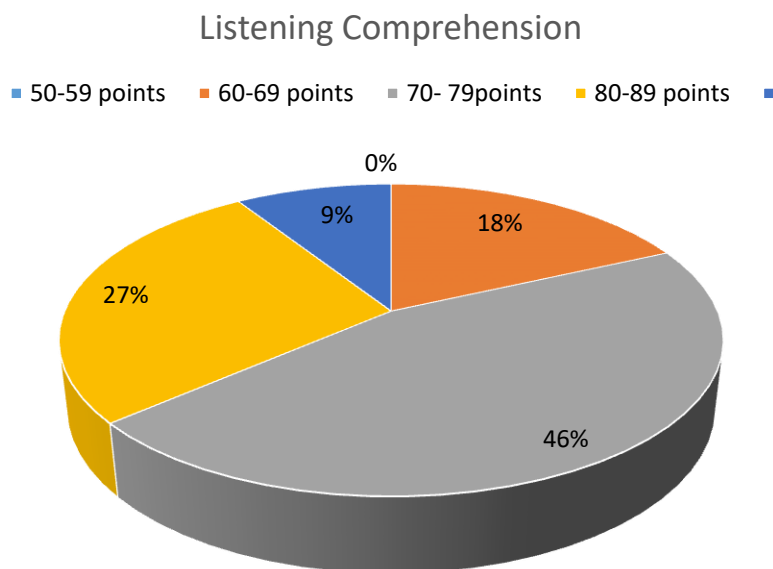


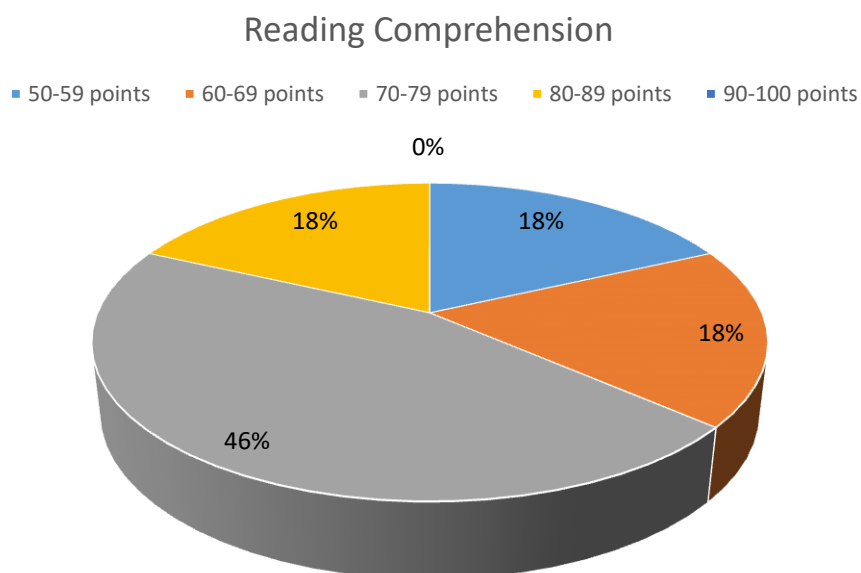
Figure 2 represents the average percentage in listening comprehension scale based on OM personal online test. Students of target language II at Licenciatura de la

Enseñanza del Inglés. Two students (18%) obtained 60 to 69 points, 5 students (46%) obtained 70 to 79 points, 3 students (27%) obtained 80 to 89 points and only one student obtained (9%)90 to 100 points. So, most of the students got 70 to 79 points it means that they have troubles to understand better on account of the less vocabulary, the different pronunciation etc. They probably comprehend better if they know more words in English language and they listen English conversations more times. Harmer, (2001) points out that: "Listening is important since it provides the perfect opportunity to hear voices other than the teachers', enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation" (p. 228).

According to Brown (1994), "the importance of listening in language learning can hardly be overestimated" (p. 233). Rost (2000) also points out the importance of listening as "the most widely used language skill" (p. 7) and in practicing this important skill, learners can have their acquisition processes enhanced.

Reading Comprehension

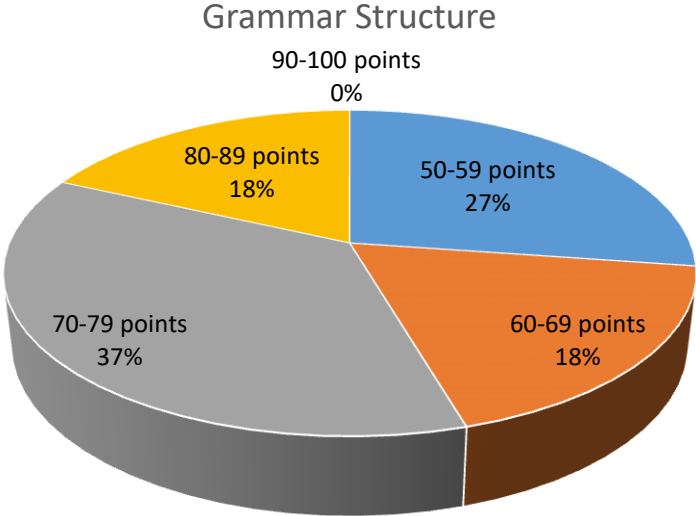
Figure 3. Scale of percentages of students of target language II at Licenciatura de la Enseñanza Del Ingles LEI section 10 after applied the Reading Comprehension OM Personal Online Test.



This graphic represents the average percentage in reading comprehension that students of target language II at Licenciatura de la Enseñanza del Inglés obtained. Two students (18%) obtained 50 to 59 points, 2 students (18%) 60 to 69 points, 5 students (46%) obtained 70 to 79 points and, 2 students (18%) obtained 80 to 89 points. The lack of vocabulary is a problem that students of Target language II got, some of them did not read carefully and comprehend what they were reading as a result they do not have the expected level that the major asks to fulfill. Students need more vocabulary for understanding texts. Only two students really got the high results.

Grammar Structure

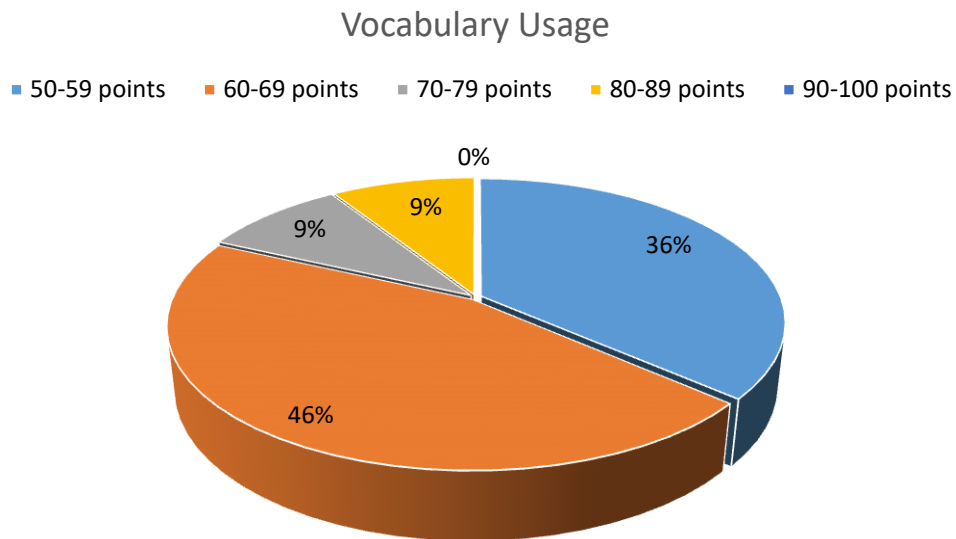
Figure 4. Scale of percentages of students of target language II at Licenciatura de la Enseñanza Del Ingles LEI section 10 after applied the Grammar Structure OM personal Online test.



This graphic represents the average percentage in grammar structure that students of target language II at Licenciatura de la Enseñanza del Inglés got, three students (27%) got 50 to 59 points, 2 students (18%) 60 to 69 points, 4 students (37%) 70 to 79 points, 2 students (18%) obtained 80 to 89 points and students got 90 to 100 points. This evaluation can reflect that some students have been working with grammar in all the moments and the speaking has not been the principal skill it is the reason that most of them got acceptable results.

Vocabulary Usage

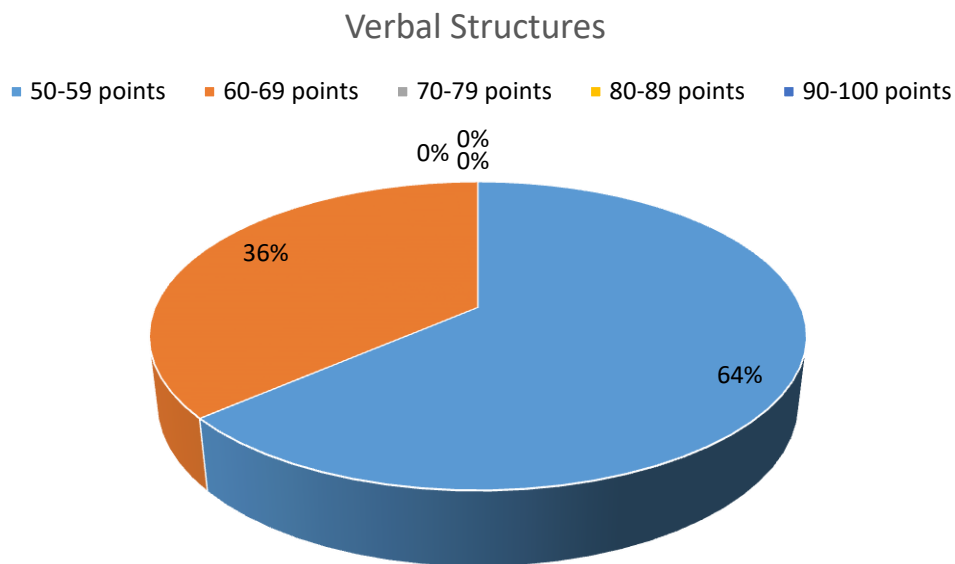
Figure 5. Scale of percentages of students of target language II at Licenciatura de la Enseñanza Del Ingles LEI section 10 after applied the Vocabulary Usage OM Personal Online Test.



This graphic represents the average percentage in vocabulary usage that students of target language II at Licenciatura de la Enseñanza del Inglés obtained, 4 students (36%) obtained 50 to 59 points, 5 students (36%) obtained 60 to 69 points, 1 student (9%) 70 to 79 points, 1 student (9%) 80 to 89 points and 0 (0%) students got 90 to 100 points. This graphic is clearer because nobody got the higher results, I suggest that teachers should ask students to learn more vocabulary it would help them to increase the level of this evaluation stage. If students learn a lot of words every lesson, they can be able to get a good performance.

Verbal Structures

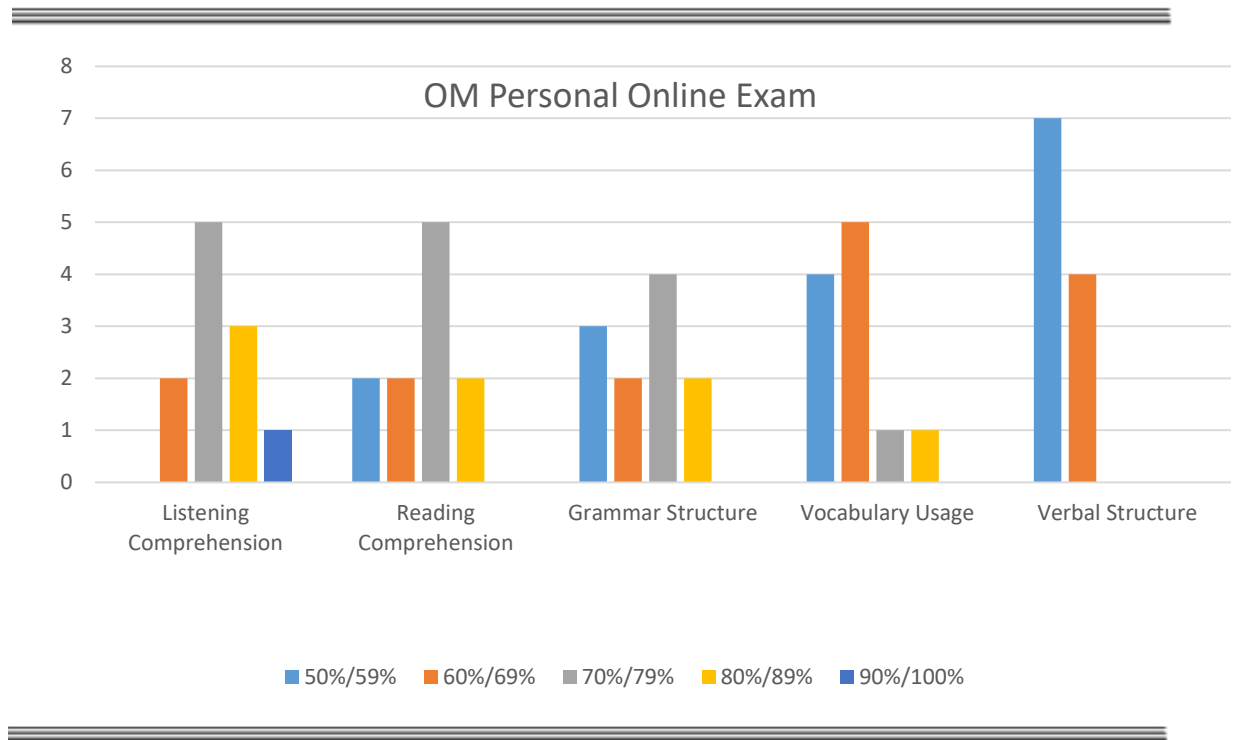
Figure 6. Scale of percentages of students of target language II at Licenciatura de la Enseñanza Del Ingles LEI section 10 after applied the Verbal Structures OM personal online test.



This graphic represents the average percentage in vocabulary usage that students of target language II at Licenciatura de la Enseñanza del Inglés got, 7 students (64%) obtained 50 to 59 points, 4 students (36%) obtained 60 to 69 points, 0 students (0%) 70 to 79 points, 0 students (0%) obtained 80 to 89 points and 0 students obtained 90 to 100 points. The vocabulary is very important in speaking skill however students did not get it in this exam and I think that it is necessary to evaluate constantly and take it into account in order to make them aware for reaching out it.

General results of OM Personal Online Exam

Figure 7. General results of OM Personal Online Exam of students of target language II at Licenciatura de la Enseñanza Del Ingles LEI section 10 General.

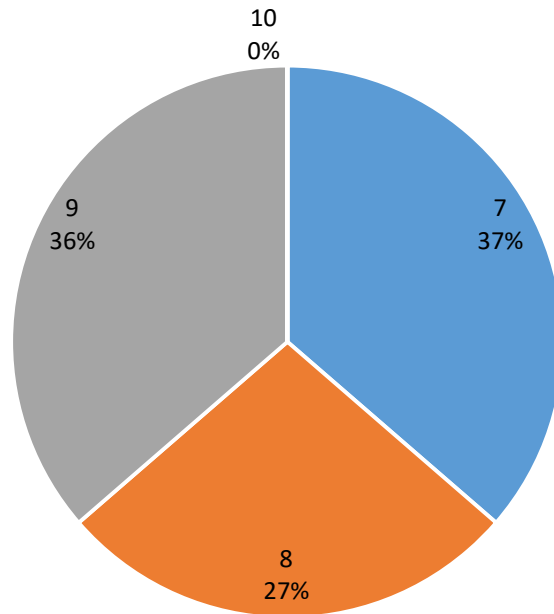


Results of the Task Based on Trinity College Exam (second evaluation) were the following:

These grades were gotten in students of target language II at Licenciatura de la Enseñanza del Inglés, the grades were using on the trinity college tasks. This task was a good instrument that I applied for them in order to know how they are in writing skill because I think that all the abilities are related one by one, and I choose writing for knowing how many words they could write and If they could diferenciate them , I notice that they confused vocabulary as a result of writing confusing ideas.

Figure 8. Percentages of students' average about the Task bases on Trinity College Exam

Task based on Trinity College



It can be seen in the above figure that 0 students (0%) received 10, 4 students (36%) obtained 9, 3 students (27%) obtained 8 and 4 students (37%) obtained 7. These were the results that students of target language II at LEI acquired in the Trinity college task. It was a written activity that consisted in a writing a text, in this case writing a description of a friend's job likes, everyday activities, and a past event at work for a college magazine. The list of such students can be seen below on the table 2.

Table 2. Trinity College Task Students' results

I.D.	Gender	Grade
201635661	Female	5
201665069	Male	7.5
201631655	Female	8
201641320	Female	8
201621694	Female	7.5
201648730	Female	7.5
201642940	Female	9
201618305	Female	7.5
201627040	Male	9
201636917	Male	9
201634615	Female	8.5

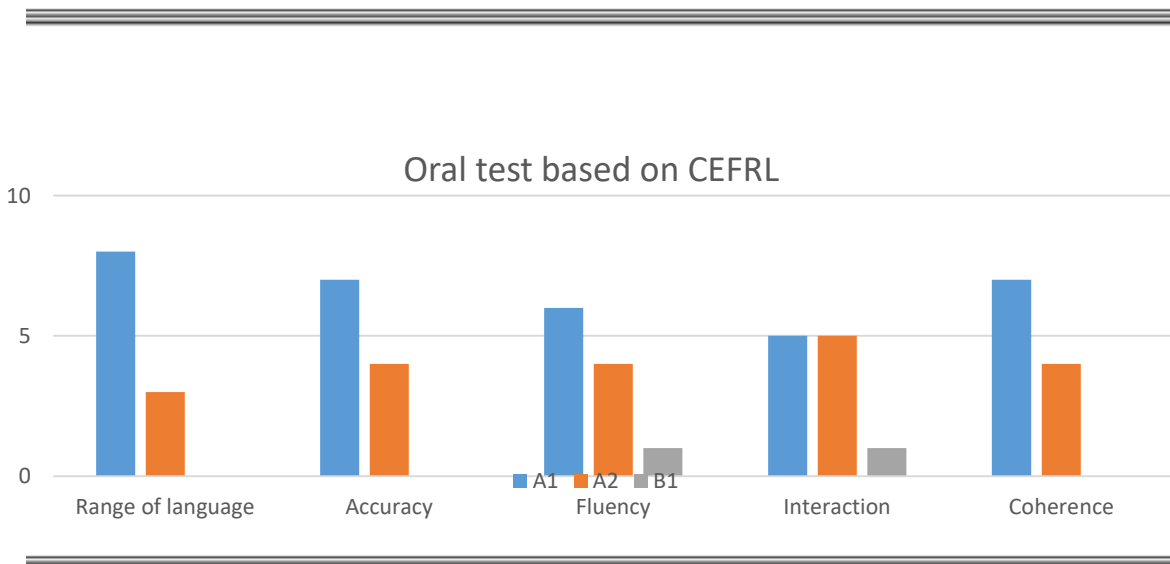
Oral evaluation results based on the CERF

The oral exam was applied taking into account the CEFRL “Common European Framework of reference of languages” adapted by Mtro. Jesus Moreno Carvajal.

The questions that were asking in this exam were: What do you like to do for fun? If you go to abroad what places would you visit? Talk me about you and your family. The exam’s time was proximally for 15 minutes for each student. Some students had difficulties to understand and express in the English language. Students made pauses

and different errors in the spoken production.

Figure 9. CERF Oral evaluation results



As a result, some of them had many troubles because they did not understand well and they did not know enough vocabulary so they did not communicate with their classmates. Most of the students get A1 level in English language as consequence they did not catch the ideas.

Alumno	Sexo	Task 1 Results	Oral Evaluation					O.T. Total
			Range of language	Accuracy	Fluency	Interaction	Coherence	
201635661	Mujer	9	A2	A2	B1	B1	A2	A2+
201665069	Hombre	7.5	A2	A1	A2	A2	A2	A2
201631655	Mujer	8	A1	A1	A1	A2	A2	A1+
201641320	Mujer	8	A1	A1	A2	A1	A1	A1
201621694	Mujer	7.5	A1	A2	A1	A1	A1	A1
201648730	Mujer	7.5	A1	A2	A1	A1	A1	A1
201642940	Mujer	9	A2	A1	A1	A2	A1	A1+
201618305	Mujer	7.5	A1	A1	A1	A1	A1	A1
201627040	Hombre	9	A1	A2	A2	A2	A1	A2
201636917	Hombre	9	A1	A1	A2	A2	A2	A2
201634615	Mujer	8.5	A1	A1	A1	A1	A1	A1

This graphic shows us in detail the level that students got in this evaluation even so it can be cleared that most of them have A1 level and not A2 as the major asks to have.

CHAPTER V

CONCLUSIONS

In this chapter describes the concluded results of students of target language II at Licenciatura de la Enseñanza del Inglés, it also describes the findings, the implications the limitations and recommendations for the future research about Common Mistakes in Students of Target Language II at LEI.

5.1 Findings

According to all the results it was found that the majority of students obtained A1 in the different aspects of the evaluation, some of them really obtained level A2 and only one student obtained level B1. As we notice the major expectation of the level is A2 and students have trouble of that.

According to the research questions the results are that students of target language II at Licenciatura de la Enseñanza del Inglés, section 10, spring period 2017, have problems of vocabulary in spoken production, as they did not recognize vocabulary as a result they were confused with the words and they answered incorrectly, when students were evaluated the results obtained were A1 and A2 when the level expected on the target language II is almost A2, most of them got A1 and a few A2. Only one student obtained B1. Students were nervous, distracted they usually committed errors as silent pause, filled pause repeats, unrestricted, retraced, correction, interjection, stutters, slip of tongue. It is important to mention that a question was asking and the majority of students did not understand the question was "What do you like to do for fun" students

started to answer another thing. If students do not have sufficient vocabulary it is impossible to get a good level. Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). The Common European Framework of Reference for Languages (CEF or CEFR) was put together by the Council of Europe as a way of standardizing the levels of language exams in different regions. It is very widely used internationally and all important exams are mapped to the CEFR. There are six levels: A1, A2, B1, B2, C1, and C2. "Common European Framework of Reference for Languages: Learning, teaching, assessment. "Is used to be used to obtain a foreign language standard.

The results were based according to the CEFL although the expected level was A2 but some students obtained B2

5.2 Implications

At the beginning of the research, the group of target language II at the Licenciatura de La Enseñanza Del Inglés, section 10, was chosen for carrying on an evaluation, assessing different areas of the English language, the group was interviewed and asked to go online and opened the web page OM personal test.com, in which the students were really interested in what level could they have, so the students - needed to obtain their results in a specific date, but they did not realize the exam on time, they were asked about some difficulties that they face related with the web page and to access to it. They clarified their doubts until they use the web page by

observing how to open it on the classroom computer. The research was not on time because some of them did not print their results and did not remember them, otherwise some students were absent in the class, it was a trouble for this work due to the results were not complete as expected. On the other hand, the oral test was incomplete as well, because the specific day arranged, some students did not arrive on time and the exam was not applied to everybody. The overall teacher's students list was 20 and only 11 were evaluated.

5.2.1 Recommendations

It is important to take into account the students of target language II at Licenciatura de la Enseñanza Del Inglés assessments because the major expectations at this specific level of the English language are not achieved and some students do not obtain it and they also have problems to communicate, write, read and listen, it is recommended that teachers carry on these kinds of assessments in a continuous way, therefore this research was managed in order to know student's real level, analyze them and plan what strategies could be better for helping them to achieve A2. The purpose of the classroom assessment and evaluation is to give students the opportunity to show what they have learned rather than catching them out or to show what they have not learned.

It is recommended to carry on this work in order to assess the real English level not only in target language II students but also for all the target languages with the purpose of getting the student's suitable level for their certification exam at the end of the bachelor.

5.2.2 Further research

The purpose of this researching was to analyze student's level and determine what students needed to improve in the English language such as: skills, and abilities in order to achieve the B1 level, teachers could apply useful strategies for supporting students on this major "Lic. Enseñanza del Inglés" and show them what level they really obtained. The significance of this kind of evaluation is to recognize student's results in the different levels and areas of the Common European Framework, some students did not have the expected level and they need to improve it but how to identify or know without an evaluation? Some students of this major just study the English language and course the different subjects but they are not able to communicate. They do not carry on the language as a communicative tool, however the major expectations are that students of this major will be able to work in different jobs acquiring the communicative skills of the language, gotten a good level. These important points mentioned before are so important for this kind of study, research, and this investigation could be continued in order to make students be aware of this problem and teachers to support them.

In accordance with the Common European Framework the Level A1 and A2 are evaluated such as the next way.

Level	Range	Accuracy	Fluency	Interaction	Coherence
A1	Has a repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask answer about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and or then".
A2	Uses basic sentence patterns with memorized phrases, groups of a few words and formulate in order to communicate limited information in simple everyday situations.	Use some simple structures correctly but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, face false starts and reformulation are every evident.	Can answer questions and respond to simple statements. Can indicate when he/she following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "And, but and because"

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Appendix A

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om test *Test de Ubicación en Inglés* 

LOS CURSOS DE INGLES GRATIS PREFERIDOS POR LOS HISPANOHABLANTES

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Desarrollado en 100 preguntas autoevaluatorias, nuestro OM PLACEMENT TEST nos permite ubicar en el curso adecuado a aquellos estudiantes que han estudiado inglés durante algunos años.

Para obtener un resultado satisfactorio **no debes saltar ningún test**. Puedes realizarlos en varias sesiones pero tienes que completar los 5 tests individuales. Para obtener el puntaje total, suma los 5 puntajes parciales. Finalmente, consulta la **[TABLA DE CURSOS RECOMENDADOS](#)** para conocer qué curso debes iniciar de acuerdo con el puntaje obtenido.

Si te interesa recibir este mismo test en versión **PDF con todas las preguntas y respuestas** para imprimirlo y realizarlo cómodamente en tu hogar, **regístrate gratis [aquí](#)**.

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[Placement Test # 1](#)

Este test tiene 2 formas de escuchar el audio.

a.  Pulsa este ícono si navegas con móvil, iPad o tablet.

b.  Pulsa este ícono si navegas con PC, notebook o netbook.

READING COMPREHENSION

[Placement Test # 2](#)

GRAMMAR STRUCTURES

[Placement Test # 3](#)

VOCABULARY USAGE

[Placement Test # 4](#)

VERBAL STRUCTURES

[Placement Test # 5](#)

Appendix B

Benemérita Universidad Autónoma de Puebla.
Facultad de Lenguas
Licenciatura en la Enseñanza del Inglés
Lengua Meta II
Name



Write a description of a friend's job for a college magazine. Describe what your friend does every day and write about something interesting he/she did last week. Say what he/she likes most about this job (word length range: 80–100 words).

Appendix C

BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA							
FACULTAD DE LENGUAS							
QUALITATIVE ASPECTS OF SPOKEN LANGUAGE USE							
Criteria	COMMON REFERENCE LEVELS:						Points
	A1	A2	B1				
RANGE OF LANGUAGE	He / She has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	He / She uses basic sentence patterns with memorized groups of a few words and formulae in order to communicate limited information in simple everyday situations.	He / She has enough language to get by, with sufficient vocabulary to express him/ herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.				
ACCURACY	He / She shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertory. of	He / She uses some simple structures, correctly, but still systematically makes basic mistakes.	He / She uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.				
FLUENCY	He / She can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions to articulate less familiar words, and to repair communication.	He / She can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	He / She can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.				
INTERACTION	He / She can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	He / She can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	He / She can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.				
COHERENCE	He / She can link words or groups of words with very basic linear connectors like 'and' or 'then'.	He / She can link groups of words with simple connectors like 'and', 'but' and 'because'.	He / She can link a series of shorter, discrete simple elements into a connected, linear sequence of points.				
			Total---->				
Teacher Comments:							
From <i>Common European Framework of Reference of Languages</i> http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf Adaptated by Jesús Lorenzo Moreno Carvajal - Spring 2017.							