Sede de Grecia

Graduation Project: "How to Teach Speaking"

Licenciatura en la Enseñanza del Inglés

Student:

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UNIVERSIDAD LATINA DE COSTA RICA
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CHAPTER I

INTRODUCTION

1.1 Purpose of the Study

This project takes into account the interaction and speaking production that is observed in the learning process of English as a foreign language. Some aspects related to educational programs, others with the attitude of the teacher, and the motivation of the student and external factors that affect the ideal performance.

It is common for the student to consider English language as a requirement to pass a course and move to the next level, that attitude limits the interest and seeks to learn what is necessary to face the tests. It would be relevant to make the student aware of the importance of speaking a foreign language that will be very useful in the future.

At the personal and professional level it is necessary to evaluate the performance as a teacher to raise new challenges that favor the teaching of English, and raise the quality of the results in the medium and long term. It is valuable to be constantly researching and updating to improve teaching, and to present new dynamic alternatives that stimulate conversational English using technological resources.

In the school where this study is conducted, it offers courses like Reading and Writing, Listening and Speaking, and Literature at all levels; Conversational English Technology is only taught in tenths and elevenths grades. Unfortunately, when students reach the tenth level to receive Conversational English, it has been observed that they do not have the preparation expected for the speaking skill after having taken the previous courses, and instead of moving forward with them, an induction process is required to improve the level on the students.

A technology class requires internet to be able to use media such as videos, music, films, documentaries, translators with pronunciation, games that can be searched through YouTube, Google, Yahoo, Kahoot, among other websites. The lack of this resource minimizes the variety and creativity in the techniques.

The project is a challenge for both the executor and the learner, since it aims at experiential and communicative learning to be developed with eleventh year students of Liceo de Costa Rica.

1.2 Objectives

1.2.1 General Objective:

-To propose strategies that improves the spoken interaction through innovative experiences in English as a foreign language classroom.

1.2.2 Specific objectives:

1-To create in students the need of interaction in English when learning a foreign language in the class.

2-To develop a proposal for English language learning through a participatory and innovative methodology that encourages verbal interaction inside and outside the classroom.

1.3 Research Questions

1-What obstacles are limiting the motivation in students from learning a foreign language?

2-Are students able to speak and use a good level of English, in the course of secondary, through the end of eleventh year?

1.4 Significance of the study

It would be very meaningful that at the eleventh year, young students could speak English with an intermediate level that allows them to hold a conversation or be able to aspire to a job where this language is required, while looking for other options to get a more advanced level.

The expectations of the students toward learning is relevant, is not just about passing the course, but to speak the language as an opportunity for their future for personal and work level. For this reason, it is essential that the teacher encourages the need that exists for learning a foreign language.

It is crucial to analyze the educational programs to strengthen speech in this language since it reinforces more grammar in practice, which is observed in the tests, where oral skills are not evaluated and are indispensable in communication.

The truth is that English is an important competition which provides opportunities for young people to develop in various areas in the working world, economic, cultural and social; so talking leads to success in all these interactions. For this reason, at the academic level, there must be greater efficiency to facilitate the learning of this language in the totality of the students that during some years have taken this subject.

For many students speaking English represents a fear which inhibits them to participate in reading or oral presentations, apart from paralyzing the learning process and slowing down the advance in the domain of the mentioned language; this coupled with other cultural, social, economic factors or cognitive limitations.

The role of the teacher in the classroom is certainly transcendental in the motivation of the subject, so that the learners will discover the relevance of speaking fluent English, enjoy the interest in doing so, and evolve the skill in their learning process. This could be achieved through a participatory or interactive methodology that relies heavily on dialogue, exhibitions, discussions on interesting topics for young people, video recording of dramatizations or activities, listening to music, debates, among many other strategies. It is necessary to vary methods and techniques that do not numb learning; especially that textbooks and grammar have been used and abused, neglecting speech which is essential in the domain of a foreign language.

CHAPTER II

REVIEW OF LITERATURE

The English language is another subject of the Costa Rican educational curriculum, as well as many other countries in the world that have integrated it into their education system. Its contribution in education has been very valuable as it provides new knowledge and opportunities in communication between students and different professionals, opening doors to the socio-cultural, economic, political and work environment.

2.1.1 Origin and history

It is currently the official language in fifty four countries of the world, occupying the third place after Mandarin and Spanish languages. English is the main language in international speech, and it is the official language of the European Union and other world organizations, Olympic Committee, Aeronautical and Maritime Communication; in addition to being used in the sciences, writings, magazines, books, newspapers, and fifty percent of the content of the web to two thousand is in English.

There are several aspects that influence the learning of a foreign language and the quality of conversational English, some related to the guidelines of the Ministerio de Educación Pública, which limit the time and oral production; the motivation and performance of the student to speak another language, in addition to the teacher's performance to achieve the objectives. Besides, the student's role will be seen in his / her own learning, with the socioeconomic, emotional and motivational situation, and also the professional role and attitude.

2.1.2 The current situation of the English language in public schools and high schools

Regarding to the subject of English in the Costa Rican educational system, in secondary schools, the achievements in communication or speech at the end of this phase must be evaluated, since it can be perceived students' limitations to progress fluently in a conversation or oral presentation. After a process of five or six years apart from the base of the school stage; it is expected to have better results, greater achievements and efficiency in the mastery of English, once high school has been concluded.

Crystal (2003) expresses that English is a global language and wherever people go or travel, they will see it anywhere and in all media. However, many students of public institutions from our country complain that classes are deficient and do not meet their needs (p.2).

With globalization, the expansion of English is promoted as a non-native language for students who wish to move on their way to the world and work with better advantages.

This situation demonstrates an inconsistency in the teaching of a language; so it is necessary to strengthen the educational programs of this subject to achieve its purpose in human communication and interaction through strategies that improve teaching in the classroom with new methodologies.

Most students may respond in a written test but not in the oral tests, which proves greater emphasis on writing and lack of ability in speech and expression. It is urgent to focus in the speaking area to guarantee learning by at least ninety percent when ending high school. Therefore, there will be greater opportunities for young people with a good level of English, combined with other computer skills and social and technological networks that will allow them to enter the working world and pay for their studies, without depending totally on their families.

The quality of teaching-learning of a foreign language in the school stage is the basis for achieving success in future opportunities like carriers at universities, travelling and jobs that requires this language.

It is important an objective analysis of the curriculum, the number of lessons, time lost in school calendar activities, internal factors of the student such as the socioeconomic situation, emotional, teacher training and attitude, class dynamics and other factors.

The Ministerio de Educación Pública is working on an integral reform that seeks teacher training and the transformation of the methodology used in classrooms. This organization recognized that infrastructure, teaching resources and technological equipment must be improved.

Even so, it is evident the lack of bilingual youth, who are required in call centers. These centers are looking for qualified employees but do not meet the demand of

companies, which require a high level of English in sectors, customer service, and advanced manufacturing, light and food industry.

Because of this, the government has made large investments, and has established alliances with national and international agreements; the rector of the *"Plan Nacional de Inglés"* was created to recommend national policies and strategies for the promotion of English language learning. *"The Plan Nacional de Inglés"* was created to train thousands of Costa Ricans in the intermediate and advanced levels, and in the long term, it is proposed to implement a program of language training in primary and secondary to improve the situation.

2.1.3 The motivation of the student in his learning process

According to the opinions of counselors and teachers there is a behavior of apathy and disinterests in many students, perhaps fifty percent or more; some strive to reach grades between sixty five to seventy just to pass the course, never to obtain an excellent learning that allows them to speak English.

This attitude shows the lack of purpose and motivation in the subjects. This has become a culture of mediocrity, of the least effort; there is a need for a change of mentality in children and young people, so that they take on the tasks and responsibilities of that level with greater awareness and enthusiasm. That is why the family and teachers must work together to change this mental scheme. Learning a language requires interest, motivation and dedication which are essential.

Sometimes, the surrounding situation that many students face does not contribute with an enthusiastic vision of life and study, dysfunctionality in the family placates joy and happiness which blocks the state of mind and motivation. Also poverty and lack of resources for study and home works prevents good school performance.

It is significant to work with students' strengths and personal opportunities coupled with a philosophy of life and vocational project that overcomes the obstacles they face and find meaning to life, study and everything they propose themselves. That is why it is necessary to invest time in the study and practice of the language, so it requires constancy, dedication and commitment to obtain learning.

Unfortunately, few students show an attitude that favors the effective mastery of that language, devote the necessary time of classes, homework (if they are responsible), study to obtain performance in the tests and conform or get satisfied with the approval of the course.

2.1.4 The role of teachers

The professional in English must prepare the ground for learning, the teacher must create empathy in the classroom with students, and be known as the facilitator who will lead meaningful learning that will lead to valuable opportunities to communicate with other cultures and interact in working environments with great demand of English and modern technologies.

The class should be encouraged to join the work in the stage of young adult taking into account the economic situation that our country lives and the need for labor,

services and professionals that the country requires. This is to awaken young people to dream with improving their style and quality of life to achieve. The teacher must avoid being the controller of the classroom, and instead be a facilitator who accompanies them in the process of learning and exchange of innovative experiences.

A good training along with an enthusiastic attitude favors teaching beyond what the program demands. Commitment as a professional leads to the ultimate purpose of language learning and effective communication.

Updating and research is a valuable requirement in teaching, so the teacher's willingness to devote time to this aspect contributes to a better performance as a professional.

The constant search for new techniques and resources to improve speech enriches conversational English. The subject as a language lends itself to teaching and creative learning.

School and teachers cannot ignore the new ways of reading and interpreting the world with which today's youngsters tackle content and school tasks. They handle a variety of technological resources to obtain information, such as web pages, hard disks, cell phones, virtual communities, Facebook, YouTube, Google, e-mails, videos, photographs among others.

In addition to all of these variety of resources, it is necessary to propose and develop activities and techniques that are attractive to the class or outside of it; among these "El

día del Inglés", English festivals, Spelling Bee, exhibition as technology, other projects, theater plays, and so on.

One of the most important objectives of teachers is to create awareness of the students' own responsibility in the process of learning a foreign language; so it is recommended to carry out sensitization activities on the personal and professional benefits of learning English. The motivation of the teacher in the English subject since its beginning, and its importance in communication and job performance; are strategies that encourage the students' interest in learning that language. The enthusiasm in guiding a class that is pleasant and productive, dynamic and participative, carries a stimulus to be able to speak in that language in a friendly and creative way.

2.1.5 Innovative methodologies and techniques

In the teaching of a foreign language there is a great variety of resources and techniques to achieve a high level of learning, once the baccalaureate is finished. In the present, there are technological resources, internet, and social networks for students and teachers to carry out their work in the field of education and professional preparation.

There is no place for the use of traditional and outdated methodologies, both Ministerio de Educación Pública and universities must be committed to facilitate a good preparation in handling these resources, and in the constant updating of teaching staff. In the same way, the professional is responsible for providing a quality education which motivates learning and spoken English.

It is important to add to the techniques already used in class other strategies to enrich even more the teaching-learning in the classroom and improve speaking. Many of the following activities can be used in the class:

a. **Recipes or food presentations:** In this technique, students work in pairs where they present a recipe or food to expose it in class giving the ingredients that were used and the preparation. Then the food is shared, and they can also talk about other foods that they like.

b. **Documentaries:** Students watch a short documentary about an interesting topic, controversial, health, history, or others. The teacher asks questions about it.

c. **Poems:** The teacher asks them to make a poem according to the vocabulary seen in class and then they must present it orally in front of everyone.

d. **Puzzles:** The teacher carries riddles about a topic seen in class, and students must guess them.

e. **Contests:** The teacher do contests like Jeopardy where the class is divided into four groups, and the once with more points will win. Another way would be for a student to dramatize a certain vocabulary, for example, verbs, and others guess by earning points.

f. **Debates:** The teacher gathers the students in a circle and chooses a topic so that a discussion or conversation takes place between them, asking questions or asking for their opinions.

g. **Projects:** a method that is based on the student as the protagonist of his own learning; following a research process to answer a question or problem. A project is assigned students where they must develop and work with their classmates

classmates in an autonomous environment, facing challenges and solving problems. The role of the teacher is to advise and evaluate the process.

h. **Topic dice:** A die and a list of topics is required for this activity according to the level. Some topics could be: leisure time activities, holidays, celebrations, jobs, goals, people's plans among others. The class is distributed in pairs and the dynamics are explained. They roll the die, and according to the number that comes out they would have to talk about that issue for one minute, thirty seconds each.

i. **Story in a suitcase:** This technique can be used with a box where the teacher saves in certain elements or images. The game is designed to introduce a topic that will be discussed during that class. The teacher is the one who takes out the elements and the students ask questions to discover what it is about. An example can be the topic of professions, famous people, etc.

j. **Word clouds:** The teacher will define a topic, and students will have to say vocabulary or ideas related to the topic. For example: the teacher uses the theme of the seasons of the year, and the students mention everything that comes to mind related to this.

k. **Completing the information:** Students get in pairs and answer questions among themselves. The teacher gives the questions (for example: about likes and dislikes or personal questions). Then, each pair exposes the questions and answers.

l. **Reading stories:** The teacher puts some students to read a story or article, then the students will ask others questions about the story.

m. **True or false:** In this activity the teacher tells the students to write on a paper their likes, things they do not like, and things that are true or not about themselves. After that, they will make a circle and each one will say the things written in the paper. This dynamic is applied when the group already knows each other. Students must figure out if each idea interposed is true or false in that person's life.

n. **Flipped classroom:** This pedagogical model transfers learning work out of the classroom and uses the class time where the student shares it with the teacher and peers; facilitates participation through questions and activities that encourage the exploration and application of ideas actively and dynamically. It is an instructional strategy and a type of combined learning that invests the traditional learning environment by delivering instructional content, often online, outside the classroom. An example could be to leave them a task where they should watch a movie and discuss it in class. When completing the task, there is a connection where everyone will give ideas about the film.

o. **Mobile learning:** It uses multimedia elements, which refers to objects or systems that use multiple means of physical or digital expression to present or communicate information. It allows the use of games, camera, GPS, videos or images and others. This strategy requires Wi-Fi so that everyone has access.

p. **Storytelling:** It facilitates learning, knowledge and values; encourages imagination, increases creativity and improves understanding and expression. The inclusion of technology enriches the possibilities when presenting stories in various formats: text, video, photos, interactive sites, songs, video games or

virtual reality. An example of how the story telling can be used in the class would be through a video or a movie without sound, and that it will be paused for the students to narrate or describe what is happening in the video. Another example could be to apply vocabulary on the board to describe a story among all students. Each one would be using a word from the vocabulary to form the story.

q. **Role-plays:** The activity consists of speaking, during a determined time; they can work in pairs or groups. Another role-play could be in pairs to apply for a job interview, or dramatize a movie, a story or commercial, or a reporter and a spokesperson.

It is important the support of technology in the learning process of a modern world that cannot avoid the variety of those resources that inspire teaching and students. This does not mean that it is not possible to use other techniques that motivate the students, but also the attitude and creativity of the educator is indispensable in the dynamics of the classroom.

According to Bastías, Sepúlveda, & Muñoz (2011), they suggest that the integration of the four skills is the clue to make an authentic successful classroom environment in relation to real situations. (p.4).

a) **Listening:** refers to listening comprehension. Examples: audios and videos.

b) **Reading:** enriches vocabulary and benefits speech. Examples: view documents, readings, translations. It provides "mental structure".

c) **Writing:** You can use group chat to share ideas and collaborative activities on a topic or work. Examples: text books, magazines, newspapers.

d) **Speaking:** It is the main objective of the students, the more they listen and speak, the greater the progress. Examples: role plays, oral presentations where the teacher can record them, and they can listen to their speech and evaluated themselves.

Many activities can be used with varied strategies:

Crossword puzzles, labyrinths, presentations of recipes or food, documentaries, poems, riddles, games, tongue twisters, work in groups or pairs, competitions, contests, discussion of topics in conversations or plenary sessions, videos and more. Teaching-learning a language lends itself to a variety of strategies and resources that integrate each skill without neglecting speaking.

Once some essential aspects have been focused in the teaching-learning of the English language until reaching the speech through an effective communication; the need arises for a new proposal in the educational programs to obtain students who speak a foreign language that enables them to perform in life.

2.2 Summary

- This research aims to answer the question: Are students able to speak and use a good level of English, in the course of secondary, through the end of eleventh year?

- English is the main language of international discourse and is the official language of the European Union and other global organizations, Olympic committees, aeronautical

and maritime communication; besides being used in sciences, writings, books, magazines, newspapers and more than fifty percent of the web is in English.

-There are several aspects that influence the learning of a language and the quality of conversational English: Educational programs and policies of the "Ministerio de Educación Pública", motivation of the student, role of the teacher, methodologies and teaching techniques to improve speaking.

Educational Policies

- The current panorama of English in primary and secondary education deserves an evaluation of the achievements at the end of these stages to measure the quality and efficiency obtained or the limitations that prevent the speaking skill of mentioned language.

-High school graduates respond to the written test but do not master the speaking skill; proof of this is that most pass the baccalaureate exam that is based on reading comprehension. In fact, in teaching there is more emphasis in writing and neglects the oral part.

- The mastery of English together with other competences, technologies and communication networks will provide greater opportunities for students to enter the working world at an early age, which is a necessity in the face of the economic crisis and unemployment.

- After a process of six years of school plus five or six in secondary, it is not justified that a student does not master a good level of English.

- Because of this situation, the Costa Rican government is making efforts to improve education in the teaching-learning of English as a foreign language, with millionaire investments with alliances and national and international agreements.

The motivation of the student in his learning process

- The professional in the English subject complains about the apathy and disinterest of a high percentage of students in their responsibilities. Some students strive to get grades of sixty five or seventy just to pass the course, never for the purpose of speaking the language.

- Many children and young people lack motivation and purposes. Mediocrity and minimal effort is evident. There is a need for a change in mentality with greater awareness and enthusiasm.

- The family and teachers must work together to change the mental scheme.

- The family situation contributes with an enthusiastic vision of life and study.

- The dysfunction in relationships appeases joy and happiness and can block the state of mind or mood towards the goals.

- Poverty and lack of resources for the acquisition of materials impedes a good school performance.

- It is important to work with students on their strengths and opportunities, with a vision and philosophy of life as well as a vocational project that gives meaning to life and study.

Training, updating and attitude of the teacher.

- The role of the teacher as a professional in English, their training and attitude are essential for a radical change in the direction of the language as a foreign language.

- The commitment and aspiration must be linked to the purpose of achieving not only a good student promotion, but also that their students leave with a good conversational level of English.

- Constant updating, research and renewal give advantages in their field to provide quality teaching.

- It is important to prepare the field for learning, which it is necessary to establish the motivation and rules at the beginning of the school year.

- Create empathy and an environment of trust and respect as a facilitator to guide learning in a creative, stimulating and innovative way.

- By facilitating the visualization of the students with English proficiency, they are encouraged with future opportunities to interact with other cultures and work environments with great demand for English.

-The importance of the teacher stimulating the sensitivity of the student and their responsibility in the process of teaching a foreign language, and the personal and professional benefits.

Methodologies and techniques

-It is important to use creative strategies to improve the teaching-learning on speaking.

- There are a variety of resources to obtain information such as web pages, cell phones, virtual pages, Facebook, you tube, google, emails, videos, and many others.

- This excess of resources comes to enrich the methodology and techniques for learning a language, without forgetting the importance of the dynamics and communication in the class.

- Some attractive activities should be promoted inside and outside the classroom to stimulate English speaking like: "The English Day", "Fair Technology Exhibition", competitions and games, "Song Festival ", oratories, "Recipes Exhibition ", debates, storytelling, poems, role-plays, documentaries, poems, puzzles, project based learning, flipped classroom, among others.

- The important thing is that there is knowledge, awareness of the limitations and deficiencies to develop proposals to improve English in public education. That's why it is important to work in a coordinated way to obtain better learning achievements; and speaking of a foreign language, so important in the modern world.

CHAPTER III

PROCEDURES

3.1 Rationalization for Qualitative (quantitative research)

Types of methodology applied in the research

In the research process there are two methods to collect and analyze the data, which will allow the understanding and explanation of the phenomenon under study; they are the qualitative and quantitative methodology that would be explained below.

This project will focus on the quantitative methodology.

Qualitative research

Conroy (2010) states that a qualitative approach contains empirical work along with a collection of data that lets understanding and clarification for different observations. Besides, it consists on induction where data is collected and gives different concepts and theories. (p.16)

Quantitative research

According to Muijs (2004), the quantitative research describes phenomena by collecting numerical data evaluated through mathematically methods like statistics. (p.1)

3.2 Data collection tools

In the case of this research project, the quantitative methodology will be applied based on the numerical analysis and interpretation of graphs and charts.

In the collection of information, a survey-type instrument will be used, consisting of ten closed questions with two or three response options, whose purpose is the collection of data to measure and define the concepts or variables considered to be influential in this study. In addition it will be complemented with observation to the class.

The questions number seven and eight refer to technological resources and Ministerio de Educación Pública. Questions one, two, five and nine refer to the student as an actor of their learning. Questions three, four, six and ten are related to the teacher, methodology and strategies. (See appendix no.8)

3.3 Site and participants

Population and sample

The population will be used to obtain information that guides the objectives of the investigation. The sample becomes the representative part of that population that is going to be analyzed.

Regarding the subjects and sources of information, a sample of twenty eight students will be taken to make a survey from the fifty three that make up the eleventh level, and at the same time they are part of a total population of eight hundred sixty from Liceo de Costa Rica, circuit 02. This is an academic school in the process of becoming a bilingual school. The staff consists of one hundred thirty teachers and administrative staff.

The student population of this research is characterized by being constituted only by males, with ages between twelve and nineteen years; coming mostly from areas surrounding the central region of San José, like Alajuelita, the southern neighborhoods such as Hatillos, Cristo Rey and other places.

3.4 The plan of the study data analysis procedures

The quantitative research was chosen in the development of this project. This approach, based on statistics, allows the analysis and interpretation through charts and graphs that will be prepared with the support of Excel.

The charts represent the questions individually, that is, each one will be headed by the question and show the answer or indicator, with the absolute frequency (A.F) and relative frequency (R.F); and they will be represented in the same way in the graphics.

3.5 Summary

-In the data collection of a research process there are two methodologies: qualitative and quantitative.

-In the collection of the information, the observation of the class is used and a questionnaire of ten closed questions with two or three answers options: questions seven and eight refer to technological resources and Ministerio de Educación Pública.

Questions one, two, five and nine refer to the student as an actor of their learning. Questions three, four, six and ten are related to the teacher, methodology and strategies. (See appendix no.8)

Population and sample

-The sample is the representative part of the population that is going to be analyzed. The subjects and sources of information are twenty eight students of the fifty-three who make up the eleventh level and who are part of a total population of eight hundred and sixty males from the Liceo de Costa Rica.

-The population is characterized by being exclusively males between the ages of twelve and nineteen, coming from the central zone, and nearby.

-In the results of the analysis and interpretation of the data, quantitative research will be used in the present project. This method is based on statistics, which allows the representation with charts and graphs that will be prepared with the support of Excel.

CHAPTER IV

FINDINGS

4.1 Data

See graphics on annexes (no.9 to 18).

4.2 Restatement of questions and discussion of the results

Fifty seven percent of students of the Conversational English course at Liceo de Costa Rica have among their expectations; both pass the course and speak English fluently; while the eighteen percent only aspire to win the course. Note that there is as much interest in speaking English well as in passing the course. It is also important that the choice of conversational English technology is optional because there has been free choice on the part of the student because there is interest from them. (Appendix no.9)

Eighty nine percent of students of the Conversational English course at the Liceo de Costa Rica have not had to submit resit or retake tests in this course. Only eleven percent had gone through that process. This shows that the group has had an acceptable academic trajectory. (Appendix no.10)

A significant amount of eighty six percent of students believe that the teacher's motivation in her subject has awaken their interest on learning English as a useful tool; while a fourteen percent have not experience such as stimulus. Note the influence of the teacher in the acceptance of their subject and the advantages it has in the lives of young students, both at a personal and work level. (Appendix no.11)

Fifty three percent of the students from Conversational English course say that the activity with more emphasis is listening and speaking, and only eleven percent of students consider that is reading and writing. It is important to mention that thirty six

percent consider both activities, which reinforces the highest percentage of speaking and listening. It should be clarified that by being Conversational English the teacher has more freedom and time to emphasize on speaking. (Appendix no.12)

One hundred percent of the students consider that English language represents a job opportunity. The students are aware that English represents a future work opportunity. (Appendix no.13)

Seventy two percent of students assure the use of technologies en the Conversational English classes, only seven percent refer to the use of boards and text books, while twenty one percent confirm the use of both resources. Technological resources are indispensable in the teaching of a language, without neglecting the importance of varying techniques. (Appendix no.14)

Seventy nine percent of the students assure that there is no technology lab provided to the teacher. It should be clarified that there is a lab that is used only by the IT computer teacher. The experience of the teacher has been difficult since initially there was no fixed classroom, nor is there a language laboratory. The teacher has provided his own resources such as laptop, speakers, projector and internet. (Appendix no.15)

Sixty four percent of students mention that orals tests are use more in the English Conversational evaluation process, although, thirty six percent say that both written and oral tests are applied. It should be noted that the teacher only applies oral

tests, although they practice reading, writing, listening and speaking in class. (Appendix no.16)

Same percentages of students express to participate on speaking English, fifty percent say that they speak few time in a class, and fifty percent participate enough time. The teacher assures that all the students participate with speaking in the class since it is the duty of the students to be integrated to all the daily activities. The purpose of this course is to get to speak English. (Appendix no.17)

Sixty eight percent of the surveyed students confirm that they sometimes have debates in Conversational English class. The class discussion is one more strategy to motivate the student to speak English so that he can perform better in speaking. (Appendix no.18)

4.3 Summary

-The study shows that the expectations of the students at the beginning of the conversational English course were both to win the course and to speak the language fluently. (Appendix no.9)

-Eighty nine percent of the students have not had the need to present a resit or retake test, which shows an acceptable academic trajectory. (Appendix no.10)

-Eighty six percent of students consider that the motivation of the teacher have managed to awaken interest in that language as an important tool, and one hundred percent consider that speaking English is an opportunity to enter the working world. (Appendix no.11)

-More than fifty three percent of students consider that the teacher uses more time of the class in speaking. (Appendix no.12)

-The sample surveyed mostly agrees that technology is used as a resource in the classroom. (Appendix no.14)

-The foregoing seems to be inconsistent with the fact that there is no language laboratory as twenty two percent ensure, except that the teacher provides her own resources. (Appendix no.15)

-One hundred percent state that the evaluation is based on the use of oral tests in this conversational English technology. (Appendix no.16)

-Fifty percent of students report that they speak a lot of English in the class; although they are asked to participate in the class enough as part of their daily work. (Appendix no.17)

-In the class there is recourse to debates related to topics studied in class. (Appendix no.18)

CHAPTER V

DISCUSSION

5.1 Conclusion

Free Trade Agreements have given rise to foreign and multinational companies that require personnel with English proficiency, but have not met their expectations on the level that is required.

It is important to have in mind that English is a universal language that connects people with the whole world and is the main language in international speech, and predominates in the sciences, writings, magazine, newspapers, books and on the web. This demonstrates the importance of English in our country as a skill that must be developed in students a useful tool in life and work.

It is necessary a united effort of Ministerio de Educación Pública with educational and teaching institutions, without stop contributing to preparing professionals that respond to the demand of the current world and the real needs of the country.

Although the quality of the English subject in the Costa Rican education system has been questioned, the Technology in Conversational English program integrates topics on activities in companies, customer service, cooperative work, community problems, among other activities related to work. In the course the student is asked to participate in speaking in order to develop skills to perform in the positions that the labor market offers to young people.

With this project in particular, the interest of the students has been observed to get to improve the basic knowledge that they brought from the third cycle, with the conviction and expectations of speaking this language; aware that it gives them a job

opportunity at the end of the eleventh year. It is important to note that most

Conversational English students take on the task and objective of this course, which

could facilitate success in speaking intermediate English. The attitude of the teacher in

relation to the motivation of this subject is important to awaken the interest of the

students.

The use of technology as a resource plays an important role, but in some

institutions, such as in this school where the study is carried out, do not have an

exclusive laboratory for this subject which may disadvantage the teaching, if the teacher

does not look for a way to provide the necessary resources. In this situation the teacher

chooses to invest in the necessary equipment to overcome this lack.

Despite the current situation of English in education, it is possible to achieve a

better quality that guarantees speaking through conversational English, although it

should be required more at lower levels in primary school in the third cycle.

5.2 Implications

At the beginning it was analyzed the questioning of Ministerio de Educación

Pública about the quality of English that is taught in secondary school, perhaps because

the programs must rethink and increase the number of lessons, in the same way the

criticism is made that the graduated students are not in the ability to show an

appropriate level in foreign companies that require this second language.

Currently the Ministerio de Educación Pública has integrated into the curriculum other English courses in some schools. Among them Conversational English; Literature, Reading & Writing, and Listening & Speaking are taught at the school where this study is held. The teacher expected that the students who had taken these other courses; had a greater capacity for speaking. It is important to mention that unfortunately there is a computer lab in the institution and it is used only for information and technology. This affects the teaching of speaking. In addition to this there was not an exclusive classroom for this course since the institution was in the process of remodeling; all this hindered quite a lot the first quarters of the year 2017. This logically discouraged the students. It was up to the teacher to provide himself with the necessary resources to make the classes more dynamic and technological. In the middle of the year, improvements in technology began to be seen.

Analyzing the opinions of the students when being surveyed, a better adaptation to the course can be observed, with clear expectations of what they wanted to achieve and the importance of the subject as a tool to enter the labor market later. It is possible to observe that they have improved their level of English in speaking. In this project we have analyzed the importance of young people being able to speak at an intermediate level.

It would be important for other future researchers to raise the need for teacher training, apart from the fact that constant supervision of the development of the classes is required, and to analyze if the teachers are qualified to teach this subject. It is also

necessary to state the need for the Ministerio de Educación Pública to certify this Conversational English course to stimulate the students.

Strengths and limitations

It is important to mention that one of the strengths of the Conversational English course is that it is optional and the student is free to choose it. This is gain so the students feel more committed to learn to speak it.

Conversational English is one more competition for the working world so this encourages students knowing that it is a tool for the future.

A limitation that affects the institutions where this Conversational English technology is provided, is not having the appropriate resources such as a language laboratory, smart board among others. This affects both classroom work and motivation.

5.3 Concluding statement

At the beginning of this research, it was asked if eleventh grade students achieved a good level of English. It has been seen in the mass media how the formation of the English of these students is questioned when facing the labor world; since companies demand higher quality.

The students of this project have shown that having taken several English subjects such as Listening & Speaking, Reading & Writing, and literature; they came to this Technology with better bases maybe than those who have only had basic English. This shows that the more lessons they have in English, the more they will reinforce the speaking.

Although the institution does not provide a language laboratory, it was possible to work with technological resources provided by the teacher and this came to improve the production of the class. Up to the present date, there has been a noticeable change in student commitment and the motivation to learn this second language.

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ANNEXES

Appendix No.1

Observation Classroom Report No.1
Topic: Interpret and communicate information about customer service.
 In this class, the teacher shows a video where a company representative inappropriately uses customer service through a phone call. Then the teacher asks if what they saw was correct and what have they done to correct and improve the conversation that the representative did; and this is how he introduces the topic on the elements of an effective telephone communication.
The students watch a video where they are taught about the tips for a good communication on the phone, and then they write them down.
TIPS:
1-Use a greeting and specify their names when answering a phone call.
2-Speak clearly.
3-Use meaningful words so that the person can understand (formal vocabulary).
4-Listen carefully.
5-Use good descriptive language.
6-Have pen and paper on hand to make notes.
The teacher gives an example using these steps or tips, and asks the students to make a role play in pairs about a phone call, where one will be the representative and another the customer using the tips to solve a problem.
Observations:

- It is important to clarify that this is a subject called "Tecnología en Inglés Conversacional", and it was implemented in the Liceo de Costa Rica's curriculum in 2016, and is taught only in the tenth and eleventh grades, so they do not have enough bases to start a conversation with an acceptable level. They also have other subjects like Listening and Speaking course (LAS), another is Reading and Writing (RAW) and Literature course. Even between ten to fourteen English lessons per week they show deficiency in the language. It is still necessary to reinforce this language from school and with a greater number of lessons, so that oral communication is guaranteed and greater security is developed when it

comes to expressing oneself in such a way that upon reaching high school they have better foundations.

- This is supposed to be a subject in "Tecnología en Inglés Conversacional", but the teacher does not have technological resources. The library has two laptops available for a teaching staff of ninety six; which is difficult to ask for one every day. The teacher carries his own laptop and speakers, but because the computer has small screen, students lose interest in the video and those who are behind cannot see well.

- Students talk a lot in class and some are not interested in participating even though the teacher encourages them to do so by reminding them that English is a tool to work and that it is an opportunity for the future. They do not like to analyze or create dialogues since they are used to elaborate written practices in the other English subjects. Many companies, call centers, tourist areas, hotels among others require this language. The previous aspect demonstrates the lack of interest in the use of the class, lack of dedication and commitment of a significant percentage of students, which is also reflected in the failure of homework. They do not have the necessary constancy for learning a second language.

Appendix No.2

Observation Classroom Report No.2

Topic: Community problems.

The teacher presents a video about environmental problems that occur in the community of a country and asks them what types of problems they have in their communities. After that, students hear examples that the teacher writes on the board as:

1. The security and transport situation.

2. Violence in the streets.

3. Natural disasters.

4. Deforestation.

5. Fishing with nets.

6. Species in danger of extinction.

7. Ozone layer.

8. Poverty

The teacher groups them in pairs; they should discuss these eight mentioned problems and propose two or three possible solutions for each one.

Observations:

- The teacher does not have own classroom for their technological resources such as a computer, television or projector, speakers, internet access, decorations and information to make the class more attractive. The library has three projectors but the teacher has to request them in advance to reserve it since there is enough teaching staff. In addition, the projectors are outdated and do not adapt to the laptop that is more modern.

- The library has three projectors but the teachers have to request them in advance since there is enough teaching staff. In addition, the projectors are outdated and do not adapt to the teacher's laptop that is more modern.

- Students spend time talking, and the teacher approaches each group to see progress and clarify doubts.

- After twenty-five minutes, the teacher calls them in groups to come to the board and discuss the solutions.
- Some of the students have more speaking skills while others find it difficult to correct their grammar and pronunciation. Students' presentations do not appear spontaneous or fluent; they almost read what they are going to present with a card already made by them. This shows the fear and lack of English speaking ability.

Appendix No.3

Observation Classroom Report No.3

Topic: Achievements, skills and awards.

The teacher starts the class by telling how a famous person became successful, with all his achievements, skills and awards obtained throughout his career, and that is how she introduces the subject. The teacher writes down the definition of achievements, skills and awards. She asks the students to work individually and write everything they have achieved, their skills, and awards they have obtained during their life. Then, students make a circle to comment on what they wrote about those aspects of their life.

Observations:

• Most of them participated to express their ideas and few did not want to participate.

• The students clarify the doubts among themselves, and when the teacher approaches their desks they do not ask questions.

• A lot of time is spent for a very short activity.

Appendix No.4

Observation Classroom Report 4

Oral exam

The teacher writes on the board the exam date, percentage, subjects and contents. The topic seen for the exam is about a job interview based on eight questions that could be used by a recruiter. The students had made a dialogue in pairs where one was the recruiter and the other was the interviewee.

Observations on the day of application of the exam:

• Some students arrive late.

• Many of the students who arrive do not remember that there was an exam that day, and they start studying in the classroom.

• Some students are missing and do not justify their absence so they miss the opportunity to do it.

• The teacher pretends that she is the recruiter and asks the questions referring to a job interview. The students make jokes when they answer and do not take the test seriously, affecting the grade.

• The teacher is flexible in checking the test because she knows that most of these students do not have an excellent level of English, and only some of them perform well the ability to speak.

• The teacher makes the test individually and corrects grammar and pronunciation right after the exam is done.

Appendix No. 5

Teacher's interview Report 5

An interview has been made to the teacher in order to check some aspects.

Teacher's interview:

What do you do in your classroom to produce speaking or what strategies are used to achieve the oral skill?

Teacher's answer: I use role-plays, videos, games, storytelling, and songs among others. The situation right now is that I don't have WI-FI to use more of the technology that should be implemented in this specific class as it is called: "Tecnología en Inglés Conversacional" which restricts me from using more strategies if I could have access to internet. The school is supposed to give me a lab classroom, and I have been without it for two years.

Observation:

- The teacher uses speakers and a laptop to teach.
- The role plays applied in the class are really good but they take almost the two lessons because the teacher has to check them in pairs, and it takes some time. Oral presentations and tests also take time to evaluate.
- Sometimes the classes are finished earlier (15-20 minutes prior to the end of the two lessons), and the remaining time students just listen to music.
- Some students may have some difficulty pronouncing or producing speaking skills even when they have courses from 7th to 3rd grade like "Listening & Speaking", "Reading & Writing", and "Literature", it seems that reading and writing is mostly used in those courses. When they get to fourth grade, the teacher from this course has to reinforce the speaking skills from the beginning.

Appendix No. 6

Observation Classroom Report No.6

Topic: Traffic accidents.

The teacher shows the students a video about different traffic accidents, and they will comment about it. The students will write vocabulary about this topic. Students will describe individually an accident that they have seen or heard.

Observations:

- The activity lasted almost the two lessons.
- The students had at least twenty minutes to write about what they were going to say about the accident, and they only talk around 5 minutes each one during the activity.
- The students talk a lot while they are writing their experience, and the teacher reminds them about the remaining time to finish.
- The teacher corrects grammar and pronunciation when necessary.
- Students don't like to make role-plays because they have to think more in order to speak, and they are used to writing skills.

Appendix No.7

Dirección Regional de Educación: San José Central   **School**: Liceo de
Costa Rica
Teacher's name: _____   **Subject:**
Conversational English
Level: Eleventh   **Teaching Period:**
2017
Month:_____

Cognitive Target: Interprets and communicates information about: applying or
transferring skills learned in one job situation to another.

Linguistic Objectives	Mediation Stragies	Evaluation of Learning Outcomes
Reading/ Writing/ Listening/Speaking • Discussing community problems and solutions by interviewing classmates.	**Warm up:** Students watch a video regarding environmental problems in the community. -Students listen to the teacher that gives an explanation about community problems and write some examples. -Students gather together in pairs and interview each other and write some of the problems they face in their community. -They discuss those problems with the rest of them and offer solutions.	Discusses community problems and solutions by interviewing classmates.
• Practicing intonation when giving emotions.	-Students watch a video about intonation with emotions.	The student practices intonation when giving emotions.

	-They create a short dialogue using some examples applying intonation.	
• Comparing and contrast the lives and goals of people regarding working conditions.	-Students write down their ideal work environment (working conditions, working time (hours of work, rest periods, and work schedules to remuneration). -They compare and contrast the lives and goals of people and working conditions.	Compares and contrasts the lives and goals of people regarding working conditions.
• Developing consciousness about my skills, achievements and awards.	-The students listen to the teacher about the importance of having skills, making achievements and awards. They make a circle to explain each ones' skills, achievements and awards through their lives.	Develops consciousness about my skills, achievements and awards
• Organizing ideas to design an improvement plan to change in life.	-Student will listen to the teacher explaining how improvement plan is essential to change life. -They will create an improvement plan in life, and explain it orally to the teacher.	Organizes ideas to design an improvement plan to change in life. The student organizes ideas to design and improvement plan to change in life.

Observations:

_____
_____
_____
_____
_____
_____
_____

Appendix No.8

Test

Este cuestionario pretende analizar si los estudiantes de cuarto ciclo, en instituciones educativas públicas; logran el inglés conversacional dentro del aula de manera óptima . Conteste en forma objetiva y honesta.

Sexo: ( ) femenino   ( ) masculino
Edad: _____   Nivel: _____

1-¿Qué expectativas tuvo sobre el inglés al inicio del curso lectivo?

(   ) Aprobar el curso.

(   ) Hablar el inglés con fluidez

(   ) Ambas

2-¿Ha tenido que presentar ampliación o convocatoria en inglés, en más de una ocasión?

(   ) Si

(   ) No

3- La motivación del profesor de inglés hacia su materia lograron despertar su interés por:

(   ) Desear hablar ese idioma como herramienta importante.

(   ) No logro despertar ningún estímulo.

4-¿En cuál de las siguientes opciones el profesor emplea mayor tiempo durante clase de inglés conversacional?

(   ) Lectura y escritura

(   ) Habla y escucha

(   ) Ambas

5-¿Cree usted que hablar inglés podría representar una oportunidad laboral?

( ) Si

( ) No

6-¿Qué tecnologías se han utilizado en las clases de inglés?

( ) Computadora, televisores, internet, proyectores y otros.

( ) Pizarras tradicional, libros de textos y otros materiales similares.

( ) Ambas.

7-Existe un laboratorio de tecnología con servicio de internet, que el profesor pueda utilizar para dar la clases?

( ) sí

( ) no

8-La evaluación de la materia de inglés se basa sobre todo en:

( ) Pruebas escritas.

( ) Pruebas orales.

( ) Ambas.

9-Cuanto tiempo habla usted inglés en una clase de dos lecciones?

( ) poco tiempo

( ) bastante tiempo

10-Se hacen debates sobre diferentes temas en clase?

( ) Casi nunca

( ) Algunas veces

Appendix No.9

Graphic No. 1

Expectations that the students had about the level of English at the beginning of the Conversational English course at Liceo de Costa Rica, 2018.

Indicator	A.F	R.F
Course Approval	5	18%
Speak English fluently	7	25%
Both	16	57%
Total	28	100%

A.F: Absolute Frecuency

R.F: Relative Frecuency
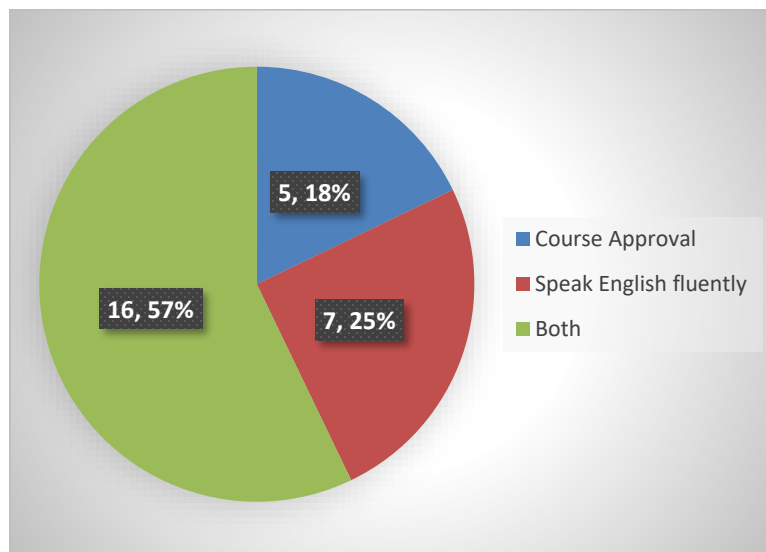
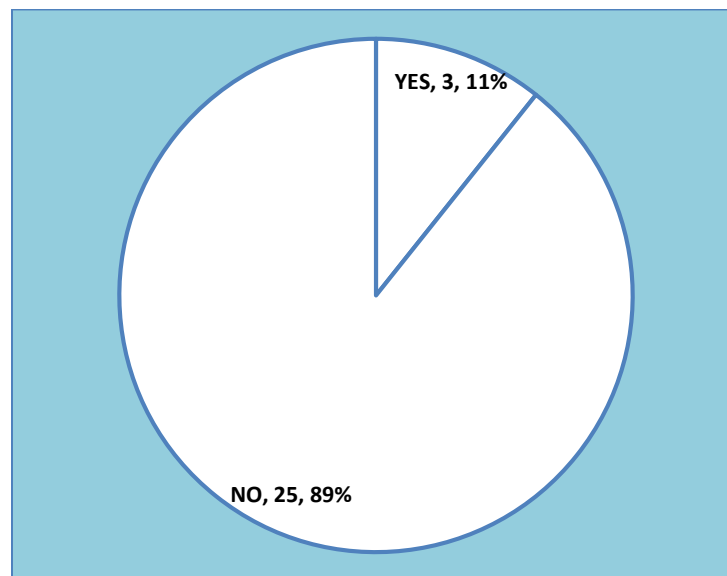Source: Survey applied to students from Liceo de Costa Rica, 2018
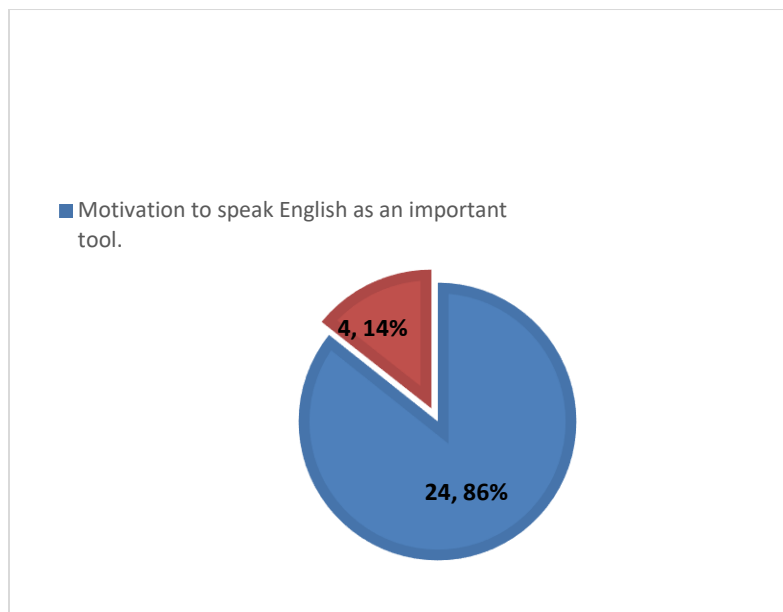
Appendix No.10

Graphic No. 2

Students from Liceo de Costa Rica who have had to submit retake or resit tests in English on more than one occasion, 2018.

Indicator	A.F	R.F
Yes	3	11%
No	15	89%
Total	28	100%

A.F: Absolute Frecuency

R.F: Relative Frecuency

Source: Survey applied to students from Liceo de Costa Rica, 2018
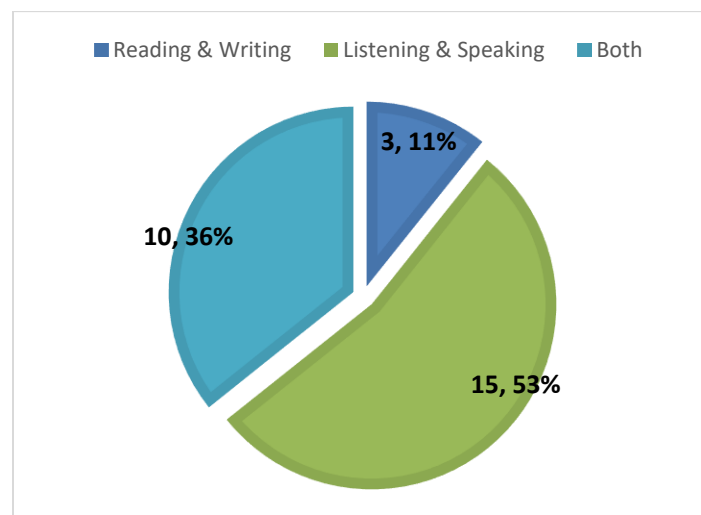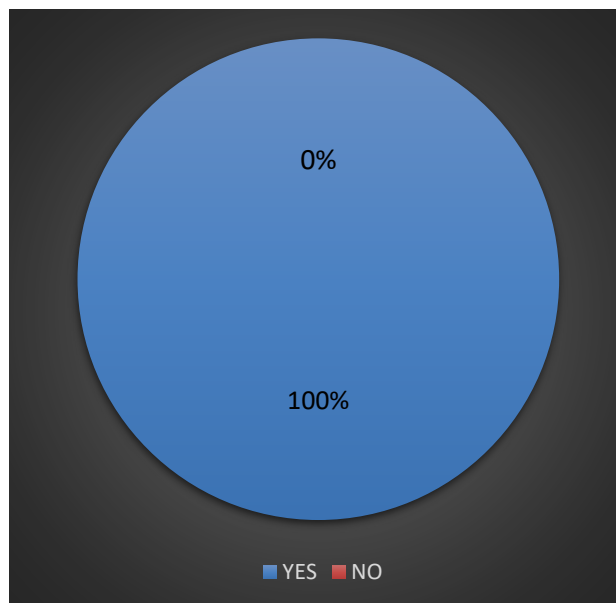
Appendix No.11

Graphic No. 3

Motivation of the English teacher to awaken interest in his subject at Liceo de Costa Rica, 2018.

Indicator	A.F	R.F
Motivation to speak English as an important tool.	**24**	**86%**
Does not wake up stimulus.	**4**	**14%**
Total	**28**	**100%**

A.F: Absolute Frecuency

R.F: Relative Frecuency

Source: Survey applied to students from Liceo de Costa Rica, 2018

Appendix No. 12

Graphic No. 4

Activities in which the teacher spends more time during the Conversational English class at Liceo de Costa Rica, 2018.

Indicator	A.F	R.F
Reading and writing	3	11%
Listening and speaking	15	53%
Both	10	36%
Total	28	100%

A.F: Absolute Frecuency

R.F: Relative Frecuency.

Source: Survey applied to students from Liceo de Costa Rica, 2018
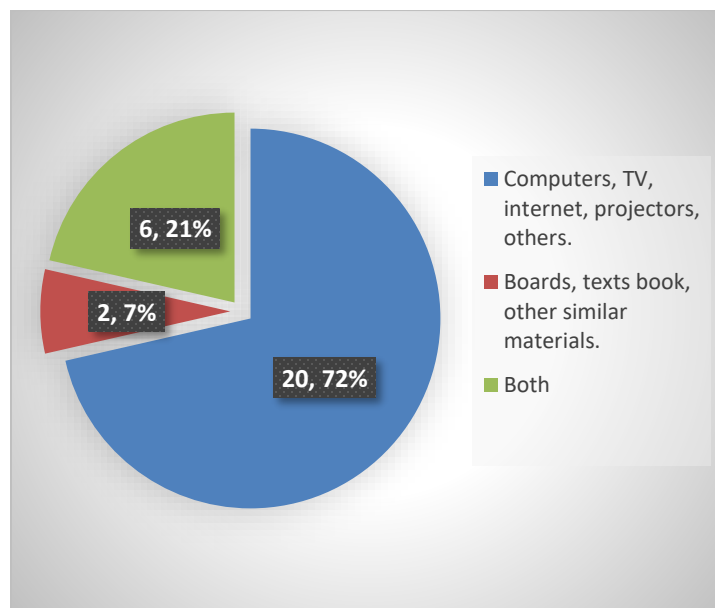
Appendix No. 13

Graphic No. 5

Does speaking English represents to students a job opportunity?. Liceo de Costa Rica, 2018.

Indicator	A.F	R.F
Yes	28	100%
No	0	
Total	28	100%

A.F: Absolute Frecuency

R.F: Relative Frecuency

Source: Survey applied to students from Liceo de Costa Rica, 2018

Appendix No.14

Graphic No. 6

Technologies used in Conversational English Classes at Liceo de Costa Rica, 2018.

Indicator	A.F	R.F
Computers, TV, internet, projectors, others.	20	72%
Board, text books, others.	2	7%
Both	6	21%
Total	28	100%

A.F: Absolute Frecuency

R.F: Relative Frecuency

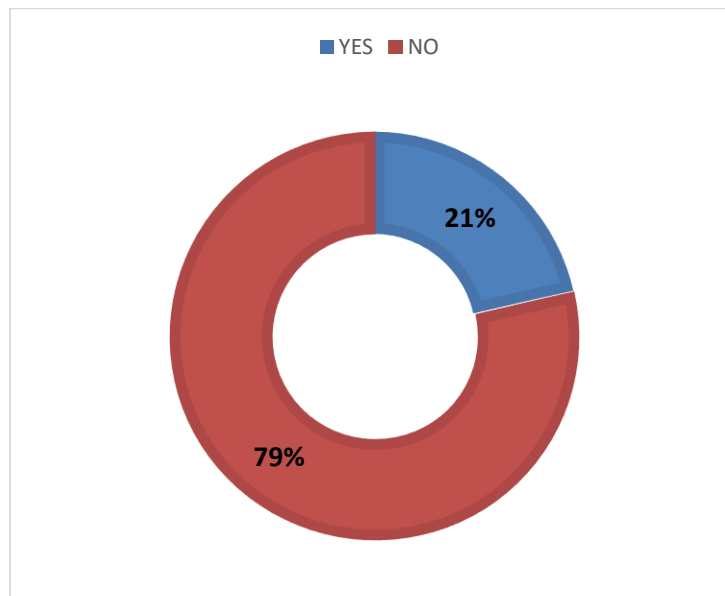Source: Survey applied to students from Liceo de Costa Rica, 2018

Appendix No. 15

Graphic No. 7

Existence of a technology lab and internet as support for the Conversational English teaching process at Liceo de Costa Rica, 2018.

Indicator	A.F	R.F
Yes	6	21%
No	22	79%
Total	28	100%

A.F: Absolute Frecuency

R.F: Relative Frecuency

Source: Survey applied to students from Liceo de Costa Rica, 2018
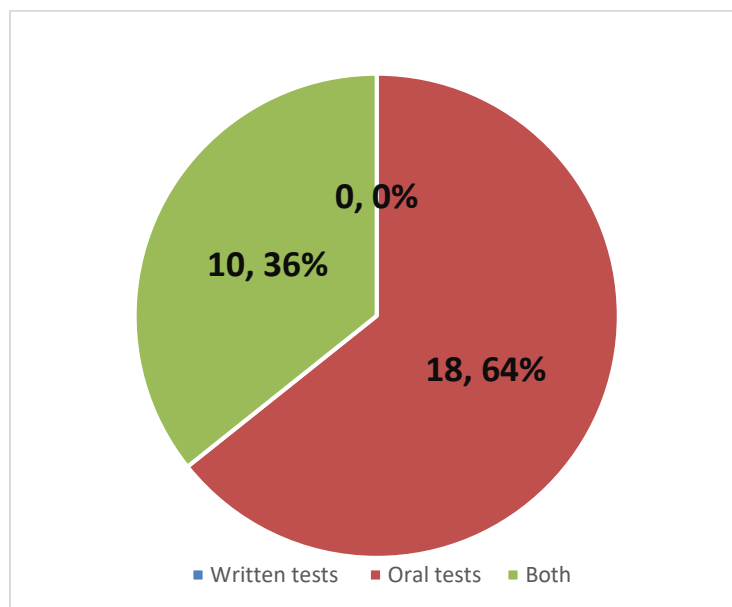
Appendix No.16

Graphic No. 8

Evaluation of the subject in English at Liceo de Costa Rica, 2018.

Indicator	A.F	R.F
Written tests	0	
Oral tests	18	64%
Both	10	36%
Total	28	100%

A.F: Absolute Frecuency

R.F: Relative Frecuency

Source: Survey applied to students from Liceo de Costa Rica, 2018
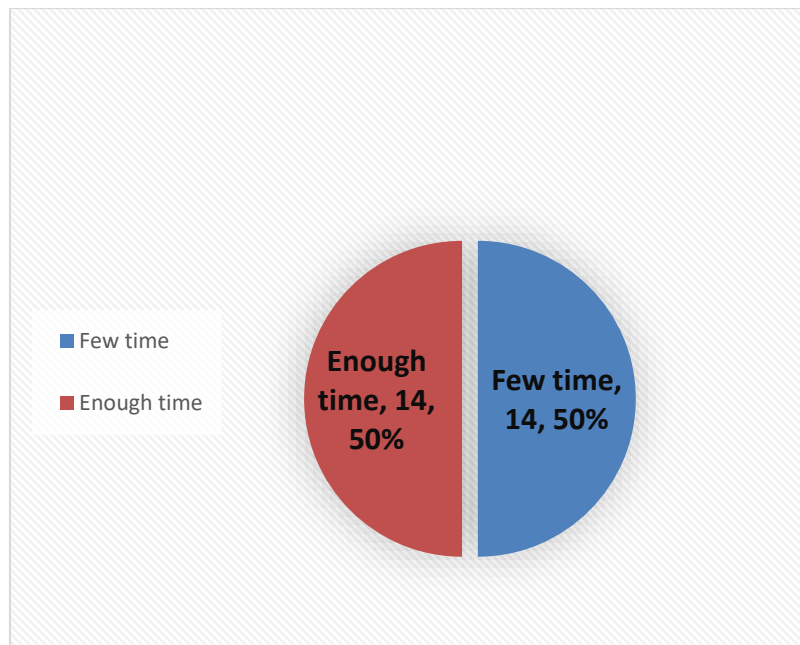
Appendix No. 17

Graphic No. 9

Students' participation on speaking English in class at Liceo de Costa Rica, 2018.

Indicator	A.F	R.F
Few time	**14**	**50%**
Enough time	**14**	**50%**
Total	**28**	**100%**

A.F: Absolute Frecuency

R.F: Relative Frecuency

Source: Survey applied to students from Liceo de Costa Rica, 2018

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Appendix No.18
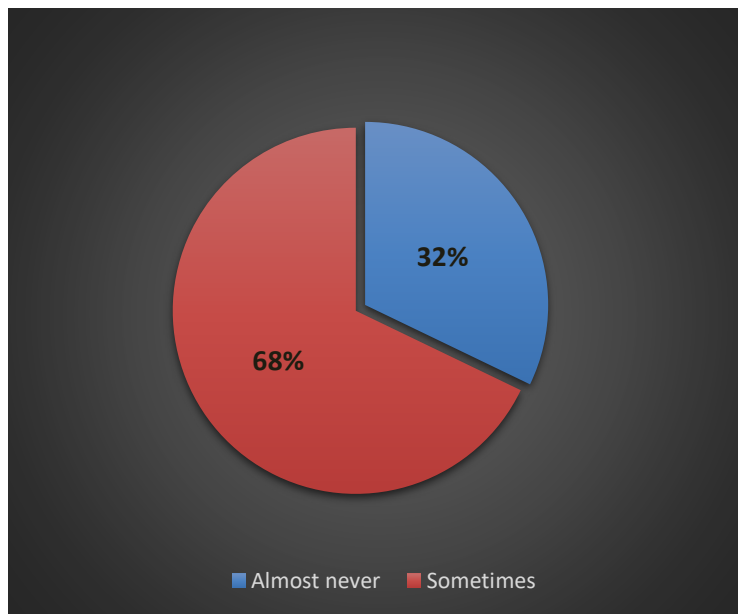
Graphic No. 10

Debates are held in the Conversational English class at Liceo de Costa Rica, 2018.

Indicator	A.F	R.F
Almost never	9	32%
Sometimes	19	68%
Total	28	100%

A.F: Absolute Frecuency

R.F: Relative Frecuency

Source: Survey applied to students from Liceo de Costa Rica, 2018

Appendix No.19

REPÚBLICA DE COSTA RICA
MINISTERIO DE EDUCACION PÚBLICA

PROPOSAL LESSON PLAN 2018
TECHNOLOGY

Dirección Regional de Educación: San José Central   **School**: Liceo de Costa Rica
Teacher's name: Annia Ramírez Ramírez   **Subject:** Conversational English
Level: Eleventh   **Teaching Period:** I Trimester-2018
Month: March

Cognitive Target: Exchanging information about: day to day work.

Linguistic Objectives	Mediation Stragies	Evaluation of Learning Outcomes
Reading/ Writing/ Listening/Speaking 1-Asking and giving information about working routines.	Student will make a round table to discuss the different working routines people have, they will mention examples from relatives (aunt, uncle, parents, siblings, so on). -Students will continue working on questions related to working routines. They will read some paragraphs about working routines and answer the questions. (page.6) -They will watch a video that is about a story about someone's life. Then they will create questions based on the video while other answer the questions. -Read a paragraph and answer some questions orally. (page 8) -Students will read in pairs a dialogue. (page 9).	Asks and giving information about working routines.
2- Describing times and conditions of my job.	**-Warm up:** students watch a video about common idiomatic expressions used in working environments, and repeat each pronunciation. Students will make	Describes times and conditions of my job.

	examples with each idiomatic expression. -Discuss a typical day at work. (page 10). -Students read jobs' descriptions. (page 11). -They will choose a profession or job and describe it including breaks, schedule and hours; they will also talk about someone's job. (page 12). -They sick for jobs in adds on internet (for example: Tico times classifieds) (also examples on page 13-14-15). They read for the requirements in each job to learn vocabulary when applying for a job.	
3- Expressing likes and dislikes in my daily life.	**Warm up:** watch a video about jobs likes and dislikes. -Compare the working conditions at your job by asking some questions. (Page 17). -They will also answer other questions orally regarding daily life, and ask their classmates other questions regarding likes.	Expresses likes and dislikes in my daily life.
4-Extra activities on the remaining time (remedial plan).	The teacher will use the remaining time of the class to learn other things in English like songs and lyrics, movie trailers, videos, documental, news, and others. Besides, the teacher will focus on the remedial plan where the students will be practicing speaking with regular and irregular verbs in simple present, simple past, present continuous, past continuous, present perfect, and past perfect, future, present perfect continuous, past perfect continuous among others grammar structures. All of these topics or activities will be studied throughout the year.	

Observations:

_____
_____
_____
_____
_____
_____