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**The importance of using the appropriate teaching techniques in order to
Reinforce Oral Skills in English Classes**

Author: *Carolina Marín Jiménez*

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DECLARACIÓN JURADA

(TFG E#07)

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Firma

Marín Jiménez Carolina
Nombre sustentante

205470429
Cédula sustentante



TRIBUNAL EXAMINADOR

Esta tesis fue aprobada por el Tribunal Examinador de la carrera de La Enseñanza del Inglés, requisito para optar por el grado Licenciatura en La Enseñanza del Inglés.

MSc. Roy Alfaro Alfaro
Tutor

Msc. Julio César Castro Miranda
Lector

MSc. Ariel Gustavo Vargas Vindas
Lector quien Preside

VERIFICACION DEL TRIBUNAL EXAMINADOR

NOMBRE DE DIRECTOR DE CARRERA

FIRMA

FECHA

Sello de la Escuela

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CHAPTER I

Introduction

Abstract (introduction)

Students experience difficulties when expressing. Most of them do not like to participate in discussion activities. Some of the topics, chosen for a productive discussion not necessarily are of the interest of the students. Another fail is that students do not pay attention to the words and pronunciation of their classmates or teacher during discussions. As a consequence, they are not able to speak well, because they are not receiving enough input or they do not care about it. This investigation pretends to discover the root cause of these behaviors, and prove that learning a second language is a linked process that integrates the four skills: listening, speaking, reading and writing. There are also some methods for teaching and some advices that should be taken into account in order to help students reinforce oral skills. It will be evidenced in this research, the importance of using the appropriate teaching techniques in order to reinforce oral skills in English classes.

1.2 Rationale

Most of the time, when someone is mute; is because he or she can not hear any sound, so, as a consequence, the person will not be able to produce a sound. For start speaking it is necessary to listen first in order to know how to pronounce.

Learning a second language is a chain process, first you listen, then you speak, read and finally you write. English educators should use the four skills in their lesson plans. Learning a language properly and accurate should include the active participation of the learner, by using daily situations to say the right words at the right time. The best technique to talk in a natural way starts by showing the learner to think in English since the first lesson. Do not speak in Spanish, just in English all the time. In this research it is evidenced the impact of using appropriate teaching techniques for helping to learn a language and improve oral skills. Speaking English in a correct way means that it has been received the correct input in listening,

1.3 Purpose

This action research has as an objective to verify the effectiveness of listening, reading and oral activities in order to improve the speaking skill on students of 9th grade of Liceo Nocturno de Grecia.

This project pretends to determine the appropriate teaching techniques in order improve the oral skills in English classes.

1.3.1 General Objective:

- a. To apply a correct teaching strategy to reinforce oral communication.

1.3.2 Specific Objectives:

- a. To identify students' limitations in oral communication through a diagnostic test and observation.
- b. To help students of ninth grade at Liceo Nocturno de Grecia to improve oral communication in daily situations.
- c. To assess the improvement in speaking through oral evaluations.

1.4 Research question:

How can a teacher help students of ninth grade at Liceo Nocturno de Grecia to improve their oral skills?

1.5 Definition of terms:

Defining "Task"

"A task is an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome." (Willis,1996)

Differences among teaching Approach, Method, Techniques, Strategies:

Teaching Approach:

It is a set of principles, beliefs, and ideas about the nature of learning which is translated into the classroom.

Teaching Method:

The systematic way of doing something. It implies an orderly logical arrangement of steps. It is more procedural. (The plan a teacher follows when teaching.) Procedures or strategies for teaching the approach.

Teaching Techniques:

Personal strategies used for being effective teachers. It is the teacher's style or tricks used to accomplish an immediate objective. Steps followed when teaching in order to teach in an organized way.

Teaching Strategies: (It facilitates students' learning in a more creative way)

Teaching strategies are methods of approaching a problem or task, modes of operation for achieving a particular end, or planned design for controlling and manipulating certain information.

Teaching Approach:	Teaching Method	Teaching Techniques:	Teaching Strategy:
Constructivism Approach (Students construct their learning from prior experiences)	Activity Method: Indirect, (students solve problems, built their knowledge)	-Dramatization -Role-playing.	-Think Pair Circle. -Peer evaluation.

In this action research the investigator wants to emphasize the importance of using two approaches into the classroom in order to help students to improve oral skills. The approaches mentioned in this research are Communicative Language Teaching or Communicative Approach and Task Based Instruction or Task Based Learning Approach.

CHAPTER II
Literature Review

2.1 Literature review:

According to Richards (2002). The process for learning a new language has five stages:

“Input→intake→acquisition→access→output”

In this action research the tester pretends to improve students' communication skills.

First of all, learning a language is a process that consists of listening, understanding, writing and speaking. Everything is joined, and it is part of the process of learning a language. It is not possible to ignore or set aside one of these three aspects because they are strongly linked.

Learning a language consists of four skills:

- Listening
- Speaking
- Reading
- Writing

Pronunciation should be added as the fifth skill.

Listening:

Listening is the first skill, and it is the base for learning. Listening and watching non-verbal communication, gestures, postures, and also intonation of the words is really important at the moment of learning a language.

Learning to listen implies understanding the idea as a whole rather than the meaning of each word by separate.

Listening many times the same information helps people to understand better the idea. The first time a learner listens to a word, phrase or sentence in English, it will probably be not so well understood as when it is listened for the second time. A good example is when listening to a song; one of the best things to do, at first, when trying to understand a song is to look up for unknown vocabulary; then; play the song and read the lyrics so many times as necessary until the song is completely understood.

Speaking: For speaking activities it is necessary to put students in pairs to make up dialogues, role plays, and other activities that include speaking.

Reading: Definitely reading is very important; while reading there will be an increase in the vocabulary and an improvement in the grammar knowledge.

Writing: By writing, the students will express ideas, thoughts, feelings, etc., in a written form, and will be able to apply what they have learned about Grammar and new vocabulary.

Pronouncing: Finally, when listening to the correct pronunciation of the words, it is important to imitate the sounds and the intonation in order to pronounce them correctly.

2.2 Communicative Language Teaching (Communicative Approach)

“The communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the... classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom”. (Richards, 2006). Based on this, English teachers participate as facilitators, and the students will build their own learning with the use of different techniques provided by the teacher; this will give opportunities for interaction, and will make possible the development of an enjoyable atmosphere for students.

The Communicative Approach is the main focus in English as a Foreign Language instruction. *“It provides the basis for the methodology used in the English classroom”* (Campos, Chaves, Walters, and Cabrera, 2003, p. 22), within this approach, the four skills writing, reading, listening, and speaking are taken into account. In this approach, the needs and interests of the learners are taken into account and the methodology used is participative, dynamic and offers the chance for real use of the language where the teacher guides the learning process but shares the responsibility with the students. Then, the students use critical thinking to solve problems, work in groups, take risks, and discuss different topics which are events that occur in real life contexts (ordering in a restaurant, taking money out from a bank, inviting, suggesting, complaining), this approach uses activities that provide meaningful communication. One important aspect is that the objectives of the syllabus develop the communicative functions of the language elements (Campos et al 2003, p.22).

The choice of a teaching strategy depends on the information or skill that is being taught, and it may also be influenced by the learning style, aptitude, skills, and enthusiasm of the students. If teachers have the initiative of applying different teaching strategies, positive responses will be obtained from students. The teachers who practice evaluating their own teaching strategies, can develop the ability to identify their own weaknesses that may need to be improved and changed during the school year. Furthermore, applying the communicative approach in English classes will allow teachers to create more dynamic lessons since students' interests and needs are taken into consideration.

This approach encourages the students to use the target language for communication; in fact, this approach reflects the need to enable learners to interact in English with fluency so that they are able to communicate with English-speaking individuals. The communicative approach focuses on providing the learners a comfortable environment for learning a language in a communicative manner, by using context situations.

2.3 Task-Based Instruction (Task Base Learning Approach)

As part of the process of teaching English, all educators must consider task-based instruction approach.

All English teachers need to make sure that learners feel comfortable with the language and feel free in developing it. By using Task-based instruction approach, students are able to perform real-life situations in the target language.

By using the language is how students can improve their oral skills. Students may increase their vocabulary and their level of understanding by using the target language as a tool.

Task based instruction approach is greatly used in different education systems. In Costa Rica, this approach is used by Ministerio de Educación Pública in the different sectors of education. "*Task-based is a kind of instruction in which language learners, performing activities, are engaged in meaningful, goal-oriented communication to solve problems, complete projects, and reach decisions*" (Seyyedi, 2012, p.242) ; It means that students learn the target language by setting goals that can be achieved through a series of steps that are part of a specific target.

The Task-based Instruction approach is linked to the four main linguistic skills that are listening, speaking, reading, and writing. First, speaking is one of the main abilities to be developed because it allows learners to communicate with others and interact. In this way, they can express their feelings, emotions and points of view. Most attention is given to this ability because it is one of the skills that are used constantly by learners. *“Taking into consideration ...speaking as a complex skill and a multi-facets cognitive process, it is important ...to consider more closely the features of effective instruction that can facilitate the acquisition of these abilities and processes by SL/ FL learners”* (Fathat, 2006, p. 16); at this point, it is important to consider that teaching a language through effective instruction can help to improve linguistic competence in speaking.

Another important skill, which is taught by using the Task-based Instruction approach, is reading. Reading takes an essential role in learning a second language because it allows learners to understand the language not only in the spoken way but also in the written form. *“Task-based reading activities may prove to be a good means of integrating the four skills and fostering effective language learning...such activities are done with the purpose of comprehending something, reaching a conclusion and creating a whole picture of something”* (Keyvanfa and Modarresi,2009, p. 87). In other words, applying the Task-based Instruction in reading not only improves vocabulary learning but also helps to improve the other skills since everything is related, listening, reading, speaking and writing.

Then, the listening skill is also taught through the use of task-based instruction and by doing this the results are better. *“Understanding the spoken form of a second language without difficulty is not easy...L2 instructors often include support in listening tasks in the hope that students will be able to perform better and not lose confidence in their listening skills”* (Ching and Chang, 2009, p.6); for this reason, it is important to identify the needs of the students. In this way, the teaching of this skill can take place even though it is one of the most complex skills to be developed by learners of a second language. Listening may show better results if the activities are designed carefully.

Furthermore, the writing skill is also one of the main skills to be developed by students and learners of a second language. *“Task-based Instruction is essentially a purposeful oral*

language exchange and jigsaw task centered on clearly understanding a piece of student-created written language (hence task-based writing instruction)” (Merkouri, 2008, p. 55); The task-based writing instruction is the manner in which learners reinforce their knowledge and the input of the language learned by uttering it in the written form. There is an absolutely exchange among the other three main skills and this last one since the rest of them are necessary to produce correctly in the writing form.

“Task based Instruction not only uses written language as a platform for oral language exchanges, but it also acts as a scaffold to reduce the cognitive complexity of the writing task by providing a live interlocutor” (Merkouri, 2008, p.55); it means that the application of this approach could act as a scaffold and a guide for learners to overcome the barriers that affect their adequate development of the target language.

By using accurate tools and task-based instructions, teachers help their students to become competitive learners.

Teachers must provide meaningful activities that have a direct impact on the appropriate learning process. Students should develop the four skills in a natural way of task-based learning method. It is in educators’ hands; it is part of their responsibilities. *“In task-based instruction, students participate in communicative tasks...defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form”*. (Nunan, 1989). It means learning by doing and social interaction are important tools that make the learning process successful. *“Task- based learning is a natural extension of communicative language teaching ... students perform real-life task such as getting information”* (Harmer, 2007). The idea of using this approach is that students are able to produce the language naturally, according to the context of the moment. They will act in a natural way, by doing a daily task, paying attention to the action instead of the target language and the mistakes committed. Learning in a familiar and natural context, corrections are learned in the process but it is not the focus, students use the target language in a free style. Once students start using the language in daily contexts, soon they are going to be able to use it inside and outside the classroom since the language becomes familiar in daily scenarios of their lives. As much as they use it, the more

they learn the target language, the sooner they communicate properly. For achieving this purpose, teachers can present to their students' daily scenarios that are of their interest so they will feel motivated to use the target language naturally.

Language is the vehicle for attaining task goals, but the emphasis is on meaning and communication... the tasks are essential to the learning activity...based on the principle that learners may study more efficiently when their minds are focused on the task, rather than on the language they are using. (Naznean, 1974).

A new language is easily absorbed when we use it to communicate in familiar contexts. Students can concentrate in tasks instead of forms to be a proficient learner. In addition, teachers need to facilitate real context and provide effective methods to apply the four skills integrated and encourage learners to use language in a free style.

"Task-based leaning like a communicative methodology, has allowed teachers and students to concentrate on how we achieve things with language, and how we can use language for certain task." (Harmer,2007). It means that language is learned while using it for performing the tasks prepared by the educator.

"When a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously...they provide their students with situations that allow for well-rounded development and progress in all areas of language learning." (Bilash, 2009). The importance of taking some time for planning in order to provide familiar and interesting material and activities for students is that it engages students into the learning of the target language. Learners use the material to develop each skill.

It is the responsibility of educators to use the correct teaching method that really helps students to become a proficient language speaker. Effective teaching methodology includes activities that provide meaningful communication so learners best learn a language while actively use it, which is the main purpose of the communicative approach, as well as to enable the students to use language communicatively in daily life activities, which is what the task-based instruction proposes. Educators are responsible for applying different teaching methods to motivate students to perform an accurate English level. It means that teachers must provide all

kinds of activities, resources and/or materials for learners to improve not only the speaking, but also the reading, writing and listening skills for using it in daily tasks out of classroom.

The task-based learning helps students to learn the language more natural; based on the real-life tasks. In the process of English learning the students learn the language more easily when they are able to focus on tasks instead of focusing on the form. Thus, the activities provided by the teacher must be planned to incorporate the four skills in the daily lessons in order to help the learners to progress at all skills in the target language.

CHAPTER III
Design and Method

3.1 Research Method

Action Research Method is fully recommended by experts; this method, applied by teachers, will help them to find out the root of the learning problem easily. Once a teacher identifies a lack or necessity of changing in a teaching methodology, they can easily recognize it and solve it by using the action research method.

The action research method is an easy and fast way of solving teaching problems, and it also increases the teachers' empowerment (Hensen, 1996).

Action Research Method: ((Hensen, 1996).

- (a) helps teachers develop new knowledge directly related to their classrooms.
- (b) promotes reflexible teaching and thinking.
- (c) expands teachers' pedagogical repertoire.
- (d) puts teachers in charge of their craft.
- (e) reinforces the link between practice and student achievement.
- (f) fosters an openness toward new ideas and learning new things, and (g) gives teachers ownership of effective practices.

Moreover, Action Research workshops can be used to replace traditional, ineffective teacher in-service training (Barone et al., 1996) as a means for professional development activities (Johnson, 2012). To be effective, teacher in-service training needs to be extended over multiple sessions, contain active learning to allow teachers to manipulate the ideas and enhance their assimilation of the information, and align the concepts presented with the current curriculum, goals, or teaching concerns. (Johnson, p. 22).

For all those reasons the chosen methodology in this investigation is an Action Research.

3.2 Type of approach:

The approach used in this researcher is qualitative and the type is descriptive; the researcher pretends to describe and analyze how different teaching methodologies can improve the students' *Listening and Speaking* skills. The objective pursued is to identify and discover useful information about the teaching techniques used during the English classes of that specific group, in order to analyze how effective, they are for the appropriate learning process of the English subject matter.

The researcher observed and determined how effective is the input they received by speaking skills. By measuring the oral skill accuracy of students, the researcher will determine if the methodology is working well or not.

3.3. Site Description:

The investigation was made in Colegio Nocturno de Grecia, it is a public high school that is located in Grecia down town.

3.3.1 Sources and subjects of information

This investigation is directed to ninth graders of section 9-1 they represent the one hundred percent of the sampling, and two English teachers that represent the one hundred percent of the sampling. Students and teachers are given a questionnaire in order to get the necessary information for this research; the questions are based on "*Teaching strategies and methodologies, Materials and resources*". The answers provided in this survey are significant for this research.

3.3.2 Population and sample

- A **population** includes all of the elements from a set of data. (in this case it represents the whole group of ninth grade, section 9-1)
- A **sample** consists of one or more observations drawn from the population. (The researcher will do four or five observations, depending if the time is well used during the lesson, enough to make conclusions.

The total population of the sample consisted of two English teachers and fifteen students of ninth grade who come from different areas of Grecia such as: Santa Gertrudis, San Roque and Los Angeles.

3.4 Data collection procedures and tools

3.4.1 Non-Participant Observation

The researcher only observes, does not participate: the researcher just takes notes of the environment, noise, distractions and situations during the lesson. The main objective is to observe the implementation of *teaching strategies and methodologies, and materials and resources* used in English classes. To take some notes about how students react toward them. Through all those actions, and by listening to the students' pronunciation and use of language, the observer can make some conclusions based on that.

3.4.2 Questionnaire for Teachers and Students

The main objective of this questionnaire is to collect data from the teachers' and the students' perspective concerning the use of *teaching strategies and methodologies, and materials and resources* used in English classes to enhance oral skills in English classes. This instrument is indispensable for this research since it helps to gather important data from the teachers' perspective. This instrument was administered to two teachers and fifteen students within the same institution where the observations were carried out. The questionnaire is composed of seven questions about the development of the oral skill in English classes. The target of these questions is to identify the teachers' perception on how English classes are developed, especially because there must be a significant focus on oral skill activities. These questions allow the interviewee to gather important aspects such as: the oral activities implemented within the class, what kind of new activities should be implemented, and the way students react towards them.

CHAPTER IV

Findings

4.1 Data analysis

The data collected in the analysis is useful to identify how meaningful are teaching strategies and methodologies as well as materials and resources for the oral production improvement in English classes. The instruments used by the researcher are: the questionnaire for the two English teachers and the fifteen students from section 9-1, the four observations of English classes and one oral evaluation. Seven questions were applied to the population which is composed of the two teachers and fifteen students from 9th grade in this institution, for a total of seventeen interviewees. This data, collected from the questionnaires, is important because it will depict and point out which could be the best teaching method for improving the English Oral skills of the students.

The results are shown through the following graphs which were taken from the instruments used in this research. All this data analysis illustrates the daily attempts to enhance listening and speaking skills in English classes, proving different oral production methodologies and strategies as well as resources and materials that contribute to its enhancement.

4.2 Restatement of questions and discussion of results

4.2.1 How often do you speak English during the class?

4.2.1.1 Graph # 1

Question # 1



Source: (Own elaboration, 2019)

The graph #1 reveals the following:

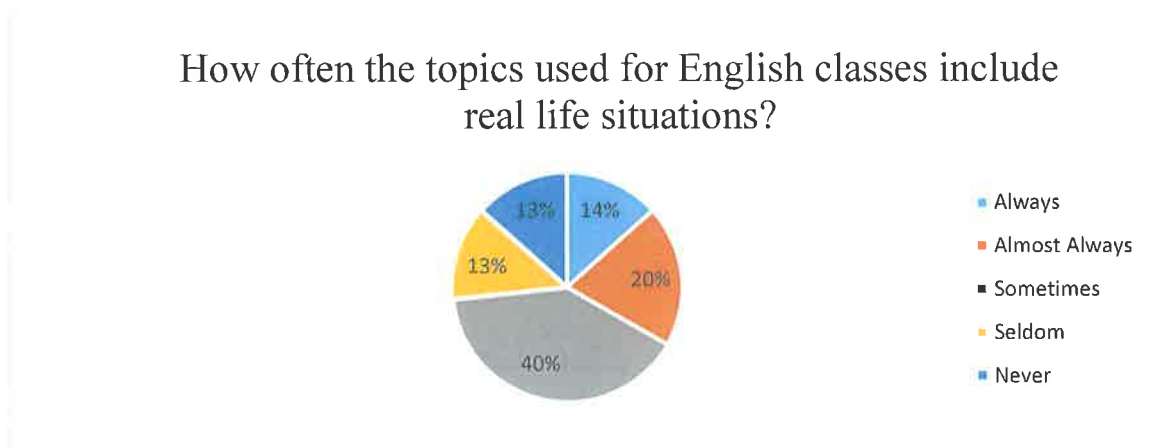
The twenty percent of the interviewees think that English language is “always” spoken in class. The thirteen percent of the interviewees think that English language is “almost always,” spoken in class. Another twenty percent of people said that “sometimes” speak English in class. Twenty seven percent think that “seldom”, and another twenty percent answered that “never” speak English during the class.

This information gathered in the first question shows how divided the group is in terms of level of English of the students, some of them come from conversational English courses, and the rest of the class is divided into different English levels but in general the majority of the people answered that they seldom speak English.

4.2.2 How often the topics used for English classes include real life situations??

4.2.2.1 Graph # 2

Question # 2



Source: (Own elaboration, 2019)

The graph number two reveals that the forty percent of the interviewees think that the topics used in class “sometimes” include real life situations. A twenty percent of the students said that “almost always” the topics include real life situations. A portion of thirteen percent think that “seldom” and the same portion said that “never” the topics include real life situations. Finally, a fourteen percent of students said that “Always” the topics include real life situations. Based on this data the researcher can conclude that the topics used in class are sometimes based on real life situations, there should be more real-life topics in order to engage the students to the learning of the new language.

4.2.3 How often are Listening and Speaking skills implemented in English classes?

4.2.3.1 Graph # 3

Question #3

How often are Listening and Speaking skills implemented in English classes?



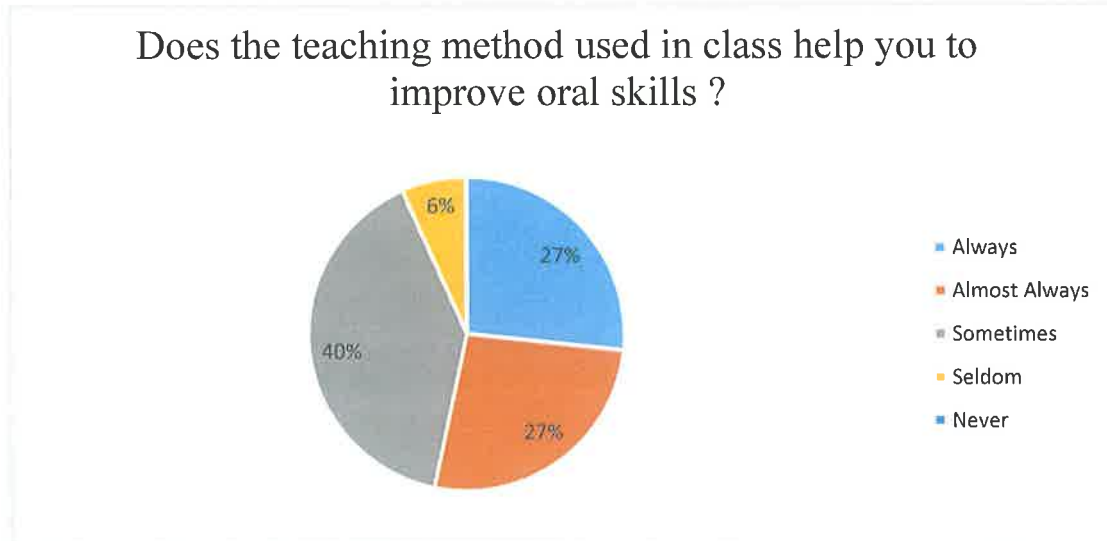
Source: (Own elaboration, 2019)

The graph number three reveals that the forty seven percent of the interviewees think that *Listening and Speaking* skills are “almost always” implemented in English classes. The twenty percent of the informants think that *Listening and Speaking* skills are “some times” implemented in English classes. “Seldom ” and “Always” are equally and represent the thirteen percent of the answers; meanwhile the answers “never” represent a seven percent. Once again the data gathered from the questions indicates the different points of view that exists in the group; the researcher can conclude that the variety of opinions are the result of the different levels of English that are mixed into the class.

4.2.4 Does the teaching method used in class help you to improve oral skills??

4.2.4.1 Graph # 4

Question #4



Source: (Own elaboration, 2019)

The graph number four reveals that forty percent of the interviewees think that “sometimes” the teaching method helps them to improve their oral skills. Represented with an equal twenty seven percent the population answered “always” and “almost always”. A small portion of six percent thinks that “seldom” and “never”.

The researcher concludes, in these four questions, that the methodology used for teaching English can help students to improve their Oral skills.

4.2.5 How often do you communicate with your classmate in English during the English lesson?

4.2.5.1 Graph # 5

Question #5



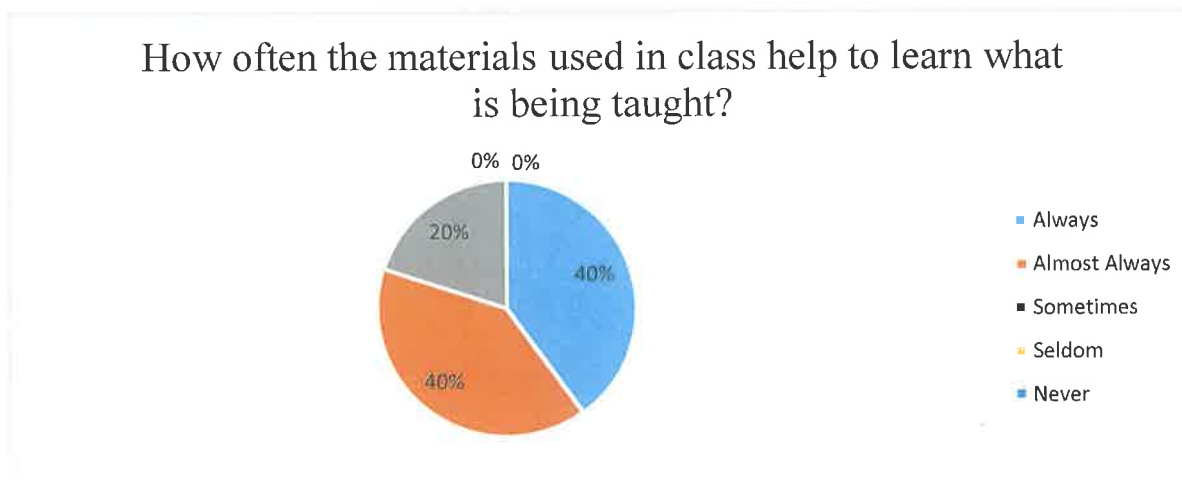
Source: (Own elaboration, 2019).

The graph number five reveals that forty percent of the researchers never use the English with classmates for daily situations; thirty four percent of the students said they use the English “sometimes” for communicating with classmates. Represented with an equal thirteen percent of the population answered, in an opposite way, “seldom” and “almost always”. Based on the data provided in this answer the researcher can figure it out that students communicate in English during the lesson only when they are asked to do it.

4.2.6 How often the materials used in class help to learn what is being taught?

4.2.6.1 Graph # 6

Question #6



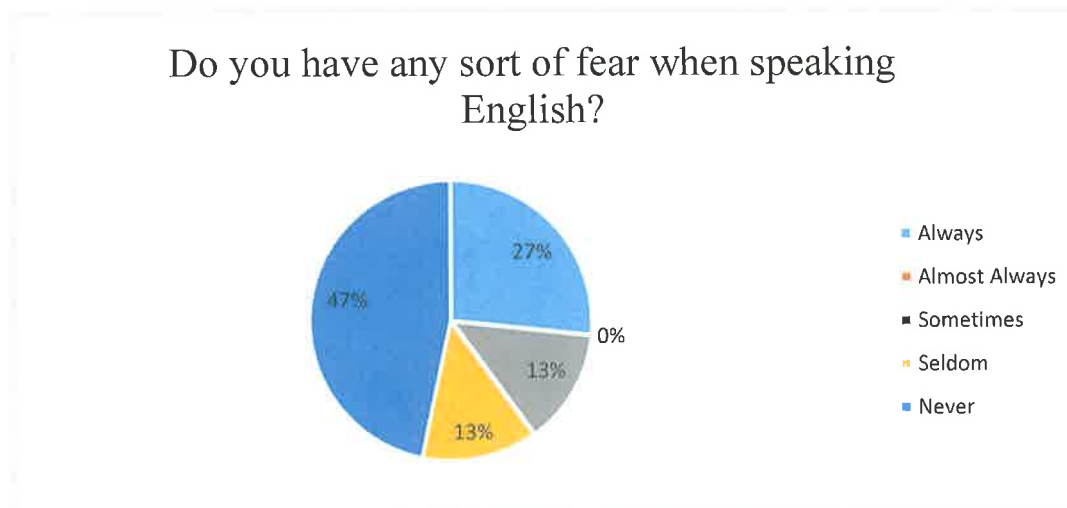
Source: (Own elaboration, 2019).

The graph number six reveals that forty percent of the interviewees think that the materials used in class “always” help them to learn what is being taught; other forty percent of the informants think that the materials used in class “almost always” help to learn what is being taught. Meanwhile, the remaining twenty percent of the interviewees think that the materials used in class “sometimes” help to learn what is being taught. Regarding the answers “seldom” and “never”, they represent a zero percent of the informants’ answers. The researcher concludes that the material used for teaching English is good but could be more efficient.

4.2.7 Do you have any sort of fear when speaking English?

4.2.7.1 Graph # 7

Question #7



Source: (Own elaboration, 2019).

The graph number seven reveals that forty-seven of the interviewees answered they “never” feel afraid of speaking English; twenty seven percent of the informants said they “always” are afraid of speaking in English. Represented with an equal thirteen percent of students answered that “sometimes” and “seldom” are afraid of speaking English. No body answered “almost always” which represent a zero percent. The researcher concludes with this answer that the population is open to speak and do not feel fear to use the language, even though there is a portion of people that is afraid, they really want to learn.

4.2.8 Data Collected from teachers:

4.2.8.1 How often do you speak English during the class?

4.2.8.1.1 Graph # 8

Question #1

How often do you speak English during the class?



Source: (Own elaboration, 2019).

The graph number eight reveals that fifty percent of teachers speak “almost always” English during the class and the other fifty percent “sometimes”. It reveals that they do not give the entire lesson in English.

4.2.9 How often the topics used for English classes include real life situations?

4.2.9.1. Graph # 9

Question #2

How often the topics used for English classes include real life situations?



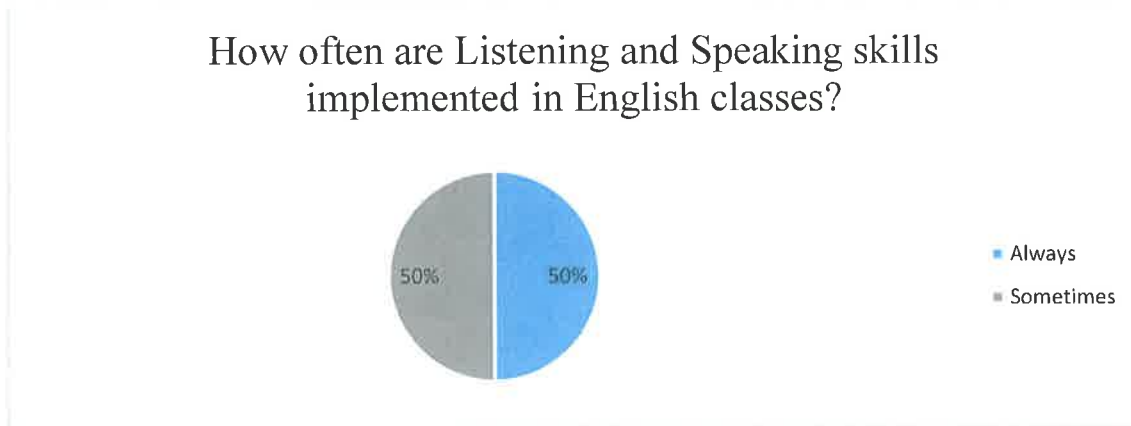
Source: (Own elaboration, 2019).

The graph number nine indicates that teachers recognize that “sometimes” the topics used for English class include real life situations.

4.2.10 How often are Listening and Speaking skills implemented in English classes?

4.2.10.1 Graph # 10

Question #3:



Source: (Own elaboration, 2019).

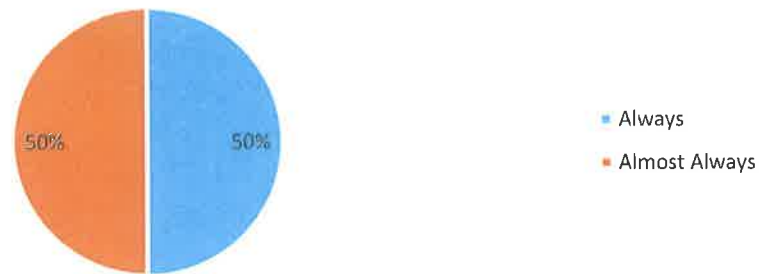
The graph number ten reveals that fifty percent of teachers use “always” listening and speaking exercises during their lessons and the other fifty percent “sometimes” It can be inferred from this question, and based on the answered provided from students and the observations made, that not always students do listening and speaking exercises.

4.2.11 Does the teaching method used in class help you to improve oral skills??

4.2.11.1 Graph # 11

Question #4

Does the teaching method used in class help you to improve oral skills?



Source: (Own elaboration, 2019).

The graph number eleven reveals that fifty percent of teachers thought that the method used in class is “always” effective for improving oral skills and the other fifty percent think that the method used is “almost always” effective. It indicates that the method used helps but not in a hundred percent.

4.2.12 How often do you communicate with your classmate in English during the English lesson?

4.2.12.1 Graph # 12

Question #5

How often do you communicate with your classmate in English during the English lesson?



Source: (Own elaboration, 2019).

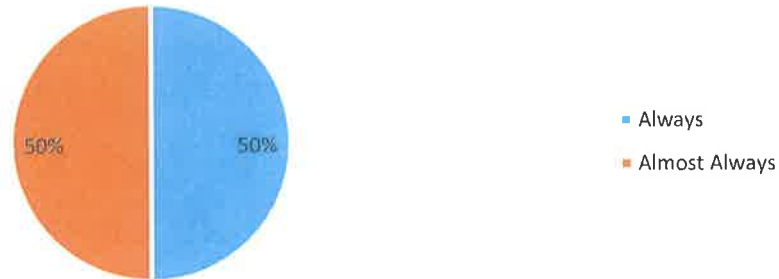
The graph number twelve clearly indicates that the teachers do not use the target language in a 100% during their lessons, it is a fail in terms of teaching a language.

4.2.13 How often the materials used in class help to learn what is being taught?

4.2.13.1 Graph # 13

Question #6

How often the materials used in class help to learn what is being taught?



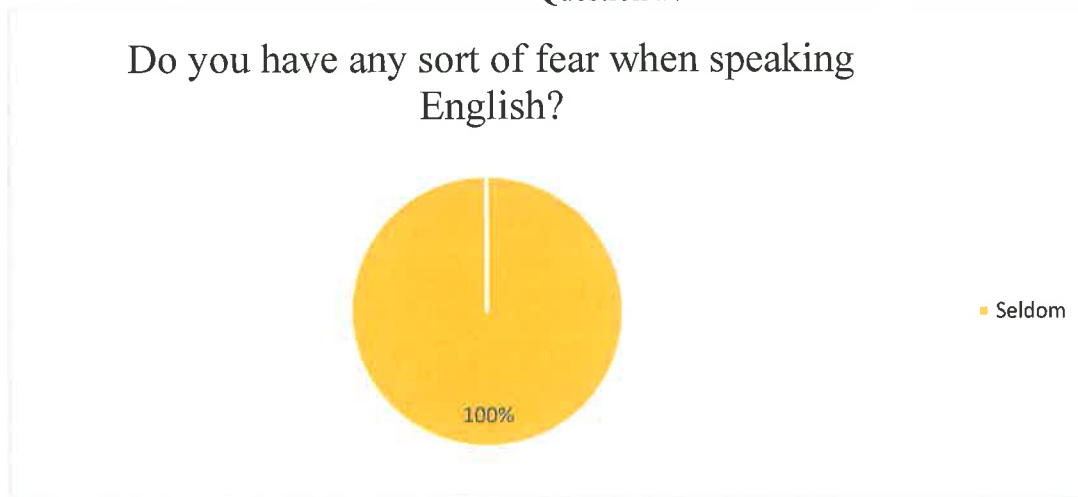
Source: (Own elaboration, 2019).

The graph number thirteen indicates that the used materials support the topics to be learned. The fifty percent of teachers said that “always” help and the other fifty percent think that “almost always help”. It is good to mention that materials are a good tool but they need to be modified *sometimes* in order to adapt them to the *student’s* level. *For an effective learning, the students must be involved in the process. An active participation made a constructive learning.*

4.2.14 Do you have any sort of fear when speaking English?

4.2.14.1 Graph # 14

Question #7



Source: (Own elaboration, 2019).

The graph number fourteen reveals that even teachers are not exempt of experience any sort of fear when speaking English.

4.2.15 Class Observations

Some students come from conversational English courses so, the class is divided into different English levels.

It could be observed that the methodology used in class is not flexible or open that students are not free to have a more active participation.

The teacher uses a book named **Challenge for Ninth Grade** and it has CDS, but they are not frequently used by the educator.

During the class, the teacher speaks in English and then he translates the phrase into Spanish. The educator requests his students to repeat after him some words in order to help them with pronunciation.

They work more with grammar rather than listening or speaking.

In general, the group participate a lot and they pay attention to the lesson and the assigned tasks.

4.2.16 Time Frame

There were four observations made during the month of February on the following dates:

February				
Observation Dates:	12 th	14 th	19 th	21 th .

CHAPTER V
Reflections

5.1 Conclusions and Reflections

5.1.1 Conclusions

The main objectives of this research are to identify students' oral limitations, help students to improve oral communication in daily situations and assess improvement in speaking through oral evaluations. All of them were satisfactorily done.

It could be observed some of the following limitations in section 9-1 from Liceo Nocturno de Grecia:

- a) Not all students have the same level of English, some of them come from conversational English courses so they understand commands and are able to communicate in English. The rest of the class is divided into different English levels, but they hardly understand the listening exercises.
- b) It could be observed that students do not speak in English by themselves, they only repeat some words when are asked to.
- c) It was observed that the English lessons are not interactive, they are more like grammar and translation exercises rather than acting out daily situations using English. In regard to the materials used in class, teacher becomes dependents of the materials and use them in a rigid way, forgetting to modify them and adapt them into students' context or needs.

It was also observed that:

- a) Students are not asked to read, except few words, nor even a phrase.
- b) Students copy from blackboard; they do not write by themselves. (no critical think)
- c) Listening exercises are almost never done.

It was concluded that students experience some sort of fear when speaking English. The researcher could see that most of the students said they are not afraid of using the language orally, but indeed, they are afraid of making mistakes due to the bullying, they could receive from other classmates. It is important to highlight the fact that they really want to learn and want to speak.

5.1.2 Reflections on change (future research and improvements)

In general, the information gathered reveals that an effective teaching methodology is needed for a successful learning of a target language. Teachers need to take advantage of technology (phones, video conferences, illustrations) to enhance the learning process. It is important to understand the preferences of students: music, movies, and games among others in order to bring all of these to the classroom. The new teaching programs are open to it, there are mini projects that include interaction, even though not all of the educators take advantage of this.

It is recommended for improving teaching oral skills:

- a) To diagnose the level of understanding of students.
- b) To assess the materials and resources using for teaching and adapt them.
- c) To encourage students to speak
- d) To apply the correct methodology (communicative language teaching / task-based learning.)

A recommendation is that teachers should be aware of students' necessities, and focused on helping them to overcome their personal issues while applying the target language.

CHAPTER VI

Conclusions

6.1 Outcomes

As answered to the research question:

How can a teacher help Students of ninth grade at Liceo Nocturno de Grecia, to improve their oral skills?

The answer is all in this document: by using the appropriate teaching approach, (communicative language teaching, task base instruction) by observing the necessities of students and help them to overcome their learning issues. Adapting information to the student's level, motivating them, doing interactive lessons, let students built their own knowledge with their active participation, reinforcing the four skills in order to improve the speaking skill, adapting among others mentioned in this action research.

The researcher is happy that could help those students to improve oral communication. Regarding the different levels of English in section 9-1, and noticing that some of them have learning difficulties while others are in a high level of understanding. The researcher integrates the four skills in one single activity where all the students took participation. They were all able to speak, it was applied both task based instruction and communicative approach. The researcher was happy of his intervention that could help a group of students to improve their English oral skills.

6.2 Implications

It was necessary to adapt the time of the researcher for visiting the students of this research. The researcher takes from his free time to visit a high school and to apply the evaluations.

To travel on taxi in order to be on time at high school.

To request for a permit letter from the University to get the authorization for making the research at the Colegio Nocturno de Grecia.

6.3 Strengths

The researcher recommends all English Educators to take into account students' environment, limitations, and necessities; also, the investigator recommends to use the target language as a tool for reaching students goals.

Here is a guide, in this action research, for all English educators dealing with problems such as:

Students with difficulties when expressing.

Students who do not like to participate in discussion activities.

Topics which are not of the interest of the students.

Students not paying attention to the words and pronunciation of their classmates or teacher during discussions. As a consequence, they are not able to speak well, because they are not receiving enough input or they do not care about it.

6.4 Limitations

Some of the limitations found were:

Section 9-1 from Colegio Nocturno de Grecia is a group whose professor in charge is not the researcher. This is a limitation because the researcher has to limit his participation to the time and space assigned. The researcher does not know the necessities nor the requirements of each one of the group.

The participation of the researcher was limited to four observations, one oral activity and a survey.

Another limitation was that there was no a Manager in charge of the high school, at the moment of looking for an authorization to perform the research, this situation delayed the process a little.

In one of the visits there were some problems of lack of classroom, so it limited the time for one of the observations made.

CHAPTER VII
Recommendations

7.1 Recommendations

Based on the investigation made in section 9-1 from Colegio Nocturno de Grecia, the researcher concludes the following:

The teacher should speak more in the target language and forget to translate, he should support his work with body language and use his finger to point at the referred objects mentioned in English.

It is necessary to work on making the class interactive and communicative, the students who participate in this investigation are not yet ready to answer orally questions, share opinions or give commands, except for a group of students that receive a Conversational English course (not at high school).

An effective learning involves students' needs, educators should make their classes more interactive. Find out the necessities and the preferences of their students and give them English as a tool to solve not only academic, but social and personal issues.

Teachers should also apply the methodology that fits better in his group. Recommended in this research for improving oral skills are: (communicative language teaching / task-based learning)

Educators should also Identify challenges:

- a) Encouraging/Motivating Students: not to feel afraid of committing a mistake when using English. Encourage students to become good speakers. Students need to be motivated, it is good to applaud their small progresses, "say congratulations, well done". You are so capable.
- b) Addressing diverse students' needs. Not all have the same level, it is important to adapt readings and listening exercises to different levels that are into the classroom.

Two Important aspects, to be considered, when teaching a second language are:

- 1) Use topics of their interests (real life situations they are dealing with at the moment) It is really effective to include their social environment when learning, it brings more interest to learn.

- 2) Punish Bulling. Students are afraid of other students' mockery about mispronunciations or incorrect use of the target language. (students make fun of others who try to speak English). Students that feel they cannot interact with their peers fluently in the target language, get frustrated. There should be the same level among them.

7.1.1 Overcome Challenges in Academic, Social and Personal Learning:

Make sure students feel welcome at any time, let them know that society is embracing them. Avoid them to withdraw participation and remain silence. (give confidence to them).

To encourage students to believe in themselves will help them to become:

- Independent learners
- Critical thinkers
- Problem solvers

7.1.2 Some effective classroom strategies are:

- Modeling
- Research
- Jigsaw
- Visuals
- Play Charades and role plays

About reading, it is good to read meaningfully instead of expending their energy on trying to recognize a word.

Before a new lesson, before starting with a new concept, it is important to take into account that some students understand the concept very well but others do not and do not have the skills to understand it. Through assessments, we can know what students know and what they do not know. A good advice is to use a worksheet with simple questions to be sure of the previous knowledge students have about the new concept to be learnt.

Some good techniques to apply for teaching are:

Listening to their favorite songs in English. This can be done as a homework, they look for the lyrics of the favorite song, they hear and read it at the same time and try to imitate the pronunciation of the lyrics. This is a good exercise that can be applied.

Seeing movies: seeing a movie in English is good for learning about common daily routine conversations in English.

Watch news on TV: watching the news and a later exercise of making comments about them is an excellent way to practice English and to notice what is going on around them.

Read articles, magazines: definitely, by reading a person acquires and improves his vocabulary.

Reading things of interest to the students:

To encourage students to read stories, novels, etc., that can be of their interest.

Read about techniques of their favorite sport: it is a good topic for those who like sports.

Interaction: it is the key for improving learners' speaking ability.

Search for an opportunity for the students to interact with native speakers: foster activities that involve real life situations with native speakers. Being in contact with native speakers will help students to familiarize with different English accents, intonations, rhythms and stresses.

Aid Material: appropriate reading materials, facilitated by the teacher, with a set of questions about the readings, can lead to a productive oral discussion among the students and the teacher.

Cartoon strips and sequence of pictures can be used for making up oral stories by the students. Another material aid are hotel brochures that can be used for performing hotel reservation drills. Besides, menus for ordering in a restaurant, can also be helpful for making oral activities.

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ANNEXES

Questionnaire for Teachers and Students

I kindly request for your cooperation in answering the following survey. The purpose of this questionnaire is to get information to complete a research in the field of education. I am a student of Universidad Latina and this is one of the projects needed to finish my career. All the information provided by you in this survey will be treat in a strictly confidential way, also your identity will be protected.

Name of Educational Center: Group:

Instructions:	Always	Almost Always	Sometimes	Seldom	Never
Mark with an (X) the answer that fits beter to your case: Always, almost always, sometimes, seldom or never.					
1) How often do you speak English during the class?					
2) How often the topics used for English classes include real life situations?					
3) How often are <i>Listening and Speaking</i> skills implemented in English classes?					
4) Does the teaching method used in class help you to improve oral skills?					
5) How often do you communicate with your classmate in English during the English lesson?					
6) How often the materials used in class help to learn what is being taught?					
7) Do you have any sort of fear when speaking English?					

Carolina Marín, Students of Universidad Latina, thank you for the time gived to answer the survey.

Oral Presentation Evaluation Form

Speaker _____ Topic _____ Time _____

Delivery Excellent	Good	Needs Improvement	Introduction clear and interesting
5	4	4	2