# Implementation of Real-life Context Tasks by using the Communicative Language Teaching Approach for Enhancing Spoken Production of Tenth graders at Liceo Académico de Comte on the III quarter of 2021

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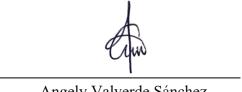
**May 06th, 2022**

**Approval Sheet Jury**

This Project was  <u>approved</u> by the jury of Language Teaching, from Universidad Latina de Costa Rica, Ciudad Neily; as a requirement to get the title of Baccalaureate on English Teaching

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## Abstract

Through time, speaking for EFL learners has been a challenge that interferes with their ability to communicate properly. Different emotional and linguistic aspects influence the amount and quality of the speech given by the students. For such reason, it was decided to propose context as part of the teaching-learning process, being included in the tasks developed during the classes. Along, the Communicative Language Teaching (CLT) approach is immersed to provide learners with a student-centered strategy in which the main goal is for them to improve their productive skills in order to interact with one another. The modality proposed was to be conducted to the tenth-grade students from Liceo Académico de Conte; though, for the purpose of this investigation, no instruments were applied due to COVID-19. Instead, findings were taken from the analysis of previous studies and the conclusions were determined by the researchers. The CLT tasks showed to be beneficial for the participants for these types of activities enhance speaking performance. However, including context inside the class does not guarantee the students will be able to communicate accurately outside, even if the improvement is achieved during the class. Acquiring communicative competence can   only be reached if both students and teachers are committed to the learning process and assume their roles and responsibilities.

*Key words:* speaking, CLT, context, tasks.

## Resumen Ejecutivo

A lo largo del tiempo, hablar para los estudiantes de inglés como lengua extranjera ha sido un desafío que interfiere con su capacidad para comunicarse correctamente. Diferentes aspectos emocionales y lingüísticos influyen en la cantidad y calidad del discurso de los estudiantes. Por tal motivo, se decidió proponer contextos especificos como parte del proceso de la enseñanza-aprendizaje, siendo incluido en las actividades desarrolladas durante las clases. Además, se implementa el enfoque de Communicative Language Teaching (CLT) para proporcionar a los alumnos una estrategia centrada en el estudiante en la que el objetivo principal es que mejoren sus habilidades productivas para interactuar entre ellos. La modalidad propuesta se iba a realizar a los estudiantes de décimo grado del Liceo Académico de Conte; sin embargo, para efectos de esta investigación no se aplicaron instrumentos debido al COVID-19. Como resultado, los hallazgos se tomaron del análisis de estudios previos y las conclusiones fueron determinadas por los investigadores. Las actividades de CLT demostraron ser beneficiosas para los participantes, ya que

este tipo de actividades mejoran el rendimiento del habla. Sin embargo, incluir el contexto dentro de la clase no garantiza que los estudiantes puedan comunicarse con precisión fuera de ella, incluso si demuestra mejoría durante la clase. El llegar a ser competente comunicativamente en el aula, sólo se puede alcanzar si tanto alumnos como docentes se comprometen con el proceso de aprendizaje y asumen sus roles y responsabilidades.

*Key words:* habla, CLT, contexto, actividades

**Acknowledgement**

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Angely Valverde Sánchez

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Daniela Leiva Villegas

**Dedication**

First of all, I dedicate every achievement to God for His grace has led me to where I am today. Nothing could have been possible without His guidance.

Secondly, my dedication goes to my parents and their support. Them being by my side is a blessing I am honored to have.

Finally, I want to dedicate this project to us, my friend Daniela and I because we were able to get to this point and finish the paper once we started. All the Zoom meetings were worth it.


Angely Valverde Sánchez

**Dedication**

I would like to dedicate this achievement, first to God for giving me the strength and understanding to continue this path. Also, to my parents and family for always supporting me, and encouraging me to follow my dreams, and continue with my education studies. Finally, to my dear friend Angely, for being my partner in crime in this project and all the laughs and good moments while finishing this paper.

Daniela Leiva Villegas

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# CHAPTER I

# INTRODUCTION

**1.1 Introduction**

When it comes to learning English as a second language, learners face a variety of challenges through the process that might enhance or not the mastering of the language. The four main linguistic skills play an important role because of the emphasis they are given when teaching. Nevertheless, some of them might be more challenging to develop for the learners due to the way they are introduced in the learning context. Usually, the productive skills might take more time to get than the receptive skills. Therefore, speaking and writing become more difficult for learners to develop. Many factors can hinder people from talking in English. Aleksandrzak (2011) mentioned that "Other problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking in particular" (pp. 38-39). It means either linguistic or emotional agents interrupt the acquisition process of the learner significantly. For such reasons, including the Communicative Language Teaching Approach, also known as CLT, can have a significant impact on the way students develop their speaking skill by promoting interaction among them, so that later they are able to properly use the target language. Along with that, the implementation of real-life contexts be a suitable option, for language becomes more meaningful in context and the students would know how to react and act before unexpected situations. The learners' speech production develops more easily and confidently with the idea of assuming roles they might face outside the class.

This characteristic would allow the learners to have more conversation as well as learning new vocabulary about specific topics and circumstances. It is imperative that the production of speech when learning a language be reinforced in all aspects, for learning a second language aims to communicate with others in the target language. As long as the students produce spoken English, the other speaking aspects can be polished as time goes on, so it is important that they feel familiar with the contexts given in order to know what to say. In this case, students might get more used to speaking and so each time they do it they do not feel overwhelmed or frustrated, but that they take advantage of the opportunity to improve. With the following research, it is intended to delve into the impact of CLT by using real-life situations on the students' spoken production while participation and interaction are promoted among the students. In the first place, chapter one is based on the problem, justification, hypothesis, and objectives of the study. Chapter two provides theories and information on the speaking skill, CLT and real-life activities, and how they have influenced the acquisition and learning of English as a second language. In chapter three one can

find different aspects regarding the methodology of the research, for instance, research method and approach, variables, instruments and population. Chapter four is based on findings regarding the analysis of the data collected. Finally chapter five, six and seven are about reflections, conclusions and recommendations correspondingly.

**1.2 Problem Statement**

It is not a secret that learning a new language can be challenging for some people especially taking into account all the different aspects that they need to master to be proficient in the target language. Some of the most common issues that students tend to struggle with while learning are related to production skills, principally speaking, because learners are required to put into practice what they know and sometimes they might feel a lot of pressure or fear when interacting with one another. Additionally, the environment and the strategies in which someone learns can also have a significant impact in the learning process. It is key to remember that when it comes to learning a new language, one of the main purposes of the teachers is to make the students be able to produce and express themselves in the target language. In order to achieve this, teachers need to search and include appropriate approaches and methods that enhance the speaking production in their classes. An example of this is the communicative language teaching approach which focuses on the interaction among English foreign language (EFL) learners and its main goal is not only for them to communicate but also to use the language in real-life situations.

Nowadays, knowing and being able to communicate in a second language can bring several labor opportunities to people, mainly considering that Costa Rica is a country which depends on the tourism sector. That is why it is essential for the educational programs to create fully competent speakers. Tenth grade high school students are expected to be able to communicate their ideas successfully in the target language especially taking into account that they have a high linguistic level due to the education and knowledge that they have received during the years. However, it is essential to keep in mind that there are numerous variables that might influence students' learning process, affecting their speaking performance significantly. All the linguistic skills are equally important for the acquisition of the target language. Nonetheless, focusing on the ones that are more difficult to develop is fundamental to acquire competence in the foreign language. As a result, the problem of this research is to discover which are the different speech production difficulties that affect the speaking performance of EFL learners to provide students with real-life contexts'

activities based on the Communicative Language Teaching approach that teachers can implement in their classes with the purpose of helping learners to improve their speaking skill.

**1.3 Justification**

In order to achieve speaking communication on English learners, the method in which it is taught should be carefully addressed in all aspects. Language education intends to provide knowledge of English, in this case, to the student aside from their mother tongue. Srinivas (2019) stated that "English is the language widely used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking and so on." That is why, in countries like Costa Rica, where tourism is one of the main sources of income, learning a second language gives more job opportunities and economic development throughout the national territory. Therefore, the importance of mastering English for communicative purposes needs to be reformed towards natural and useful speech where the students can perform wise development of such skill. Because of this, it is significant to consider approaches whose principal goal is for the students to develop their speaking production skill such as the Communicative Language Teaching approach that facilitates the speech through various techniques by the use of real-life situations. In that sense, students relate what they practice in the classes to their surroundings and context, making them functional speakers.

Currently, the struggle that most high school students tend to face when learning a language is related to the speaking skill, for they keep on having difficulties when producing English once they graduate from the institution. An author explained that in order to "Produce effective communicative competency in learning, the focus is on meaning and functions of language and the teacher is a facilitator in language acquisition" (Oliveira, 2013, as cited in Castillo, Benedith & Alvarez, 2014, p. 11). So, it is fundamental to find new methodologies that help learners overcome and improve in the target language to fulfill that speaking gap. This study seeks to reach the educational population, especially second language teachers, with the intention of providing a new focus different from the one that teachers are accustomed to implementing during their English classes. This approach consists of a set of alternative activities that motivate the students to speak in a comfortable environment. The purpose is that the students of Liceo Académico de Comte be benefited with the information collected as for the development of their speaking skill,

so that there is improvement in the use of the English Language. This will help students to communicate their ideas assertively for their linguistic level, especially considering that the sample population is in their penultimate grade of education. By this time, the learners have already learned different structures and grammar which might allow them to put into practice.

**1.4 Hypothesis**

Implementing strategies by using real-life contexts under the influence of the Communicative Language Teaching Approach can contribute to the development and improvement of speech production of second language learners.

**1.5 Objectives**

*1.5.1 General Objective*

1.  To analyze the impact real-life context tasks have on EFL learners' spoken production when applying the Communicative Language Teaching approach.

*1.5.2 Specific Objectives*

1.  To recognize the factors that interfere with the English spoken production of second language students.
2.  To determine the benefits that The Communicative Language Approach can have on the students' speaking skill.
3.  To describe the most suitable real-life context tasks that improve the speaking skill of EFL students.

**1.6 Scopes and Limitations**

*1.6.1 Scopes*

This research focuses mainly on analyzing accurate strategies to improve the speaking production of EFL students, specifically on the students from Liceo Académico de Comte. At first, the issues that the students deal with when the speaking time arrives are going to be analyzed, so that once the conditions are explicit, then the proposals will be more adapted to what students are really needing. Therefore, an investigation on The Communicative Language Teaching approach will be done as to find a relationship with the main study; for instance, how students are benefited with its implementation within the classroom. Similarly, some proactive tasks in which context is included will be described in order to foster fluent speaking in a classroom setting.

### *1.6.2 Limitations*

Some of the limitations encountered in the research process were due to the COVID-19, it was not possible to apply instruments to get actual data from the population studied for different reasons. First, the health strict policies implemented in the institution did not allow external people to come in, and second, because of the lack of Internet access that students in the area had, the instruments could not be applied virtually. Another limitation had to do with the gathering of information, specifically with the CLT approach because even though it is not a new method, the lack of information on the Internet about it prevails. Additionally, the conclusions were limited and based on the information obtained from previous investigations rather than the context and population stated for the investigation which makes the results and conclusions too general. Finally, not being able to observe the environment in which students interacted and the type of tasks that they performed hindered the possibility to determine if the strategies proposed worked or not as intended.

# CHAPTER II

# THEORETICAL FRAMEWORK

The efforts to develop the speaking skill during language acquisition is a process that takes relevance in terms of managing the language or not, for language was made to communicate. Mcdonough and Shaw (2003) commented that "Language is a system for the expression of meaning. Its primary function is for interaction and communication" (as cited by Arung, 2016, p. 01). Consequently, people's abilities in the target language should go beyond memorizing rules, but to make the language functional and expressive when speaking with others. One difference of speaking, out of the four linguistic skills, is that it requires more than receiving input, but to develop output through utterances, speeches or conversations. For that reason, it is important to take into account certain elements that can ease the spoken production process. An author mentioned examples like: being able to connect speech with others, expressing verbal speech by using the right pitch, intonation and stress, producing spontaneous speech, and learning to negotiate meaning (Harmer, 2002, as cited by Arung, 2016, p. 02). That is, to prepare intensive strategies that involve the elements described before in order to enhance the learners' English oral skills.

**2.1 Communicative Language Teaching Approach**

Throughout history, education has evolved resulting in the creation of several teaching and learning strategies, the Communicative Language Teaching being one of them. This approach arose in England during the early 1960s when the efficiency of other second language strategies such as the Audio-lingual and Grammar Translation method were being re-evaluated, and as a result CLT was born. (Thamarana, 2014, p. 64). CLT emerged due to the lack of effectiveness of the other approaches in the acquisition of the language competence since the other ones focus more on the development of the receptive skills rather than the productive ones. (Richard 2016, as cited in AL-Garni & Almuhammadi, 2019) stated that "CLT grew apart from traditional methods of teaching that focus on grammar mastery through planned and structured activities" (p. 73). Meaning that even though people learn the grammatical features, they were not able to use it in real context, which was an inconvenience especially considering the history backgrounds of that period. According to Savignon (1991) during that time, "The language needs of a rapidly increasing group of immigrants and guest workers, and a rich British linguistic tradition that included social as well as linguistic context in description of language behavior" (p. 263). That is why implementing a new strategy that helps people communicate and understand the language

was important, especially considering the needs of the population and their purpose for learning it.

Every approach has different objectives that teachers aim to achieve by implementing them in their classrooms. In the case of CLT, many experts have argued about its purpose, and they have concluded that the main goal of this approach is related to the acquisition of the language competence; which is defined as "The ability to interpret and enact appropriate social behaviors, and it requires the active involvement of the learner in the production of the TL" (Canale & Swain, 1980; Celce-Murcia et al., 1995; Hymes, 1972, as cited in Brandl, 2021, p. 05). This means that ESL learners are fully aware of their performance, and the way in which they are using the language to communicate with one another. Nagendra (2013) described that in order to achieve language competence speakers need to master grammatical, discourse, social, cultural and strategic contexts. The first one consists of the recognition of the phonological, lexical, morphological, syntactic aspects. The second one refers to the relationship among the utterances, words and phrases that are used to create a meaningful message. The next one deals with the social rules of the language, meaning that speakers need to understand the social context. Finally, the last one involves the strategies that non-native speakers use to cope with unfamiliar contexts (pp. 02-03). It is significant for learners to be able to understand all the different contexts because they are intrinsically related among each other. In order to achieve its ultimate goal, the CLT method seeks to provide students with real-life scenarios in which they can use the target language effectively without the fear of speaking in public and being judged by others (Hiep, 2007, as cited in AL-Garni & Almuhammadi, 2019, p. 73). CLT priority is the conscious exchanging of meaningful messages rather than structures which can be memorized later. Giving speakers the opportunity to explore and interact as if they were using their mother tongue is what helps learners to get comfortable and be able to communicate successfully.

### 2.1.1 Characteristics of CLT

One of the main features of CLT, as previously mentioned, is that it focuses merely on communication rather than other aspects of the language. However, this is not the only reason why this approach became so popular. There are many researchers who have stated what they considered as the leading characteristics of this approach. Among some of the most significant, one can mention the fact that it is usually known because it is student-centered, meaning that teachers are seen as facilitators, and students are the ones in charge of their educational process;

creating autonomous beings who are responsible and can make their own decisions when it comes to learning. Additionally, CLT highlights the functional use of the language, so that educators are encouraged to include authentic materials in their classes as well as tasks in which learners use the language meaningfully. The implementation of communicative activities is also significant for the CLT because this type of tasks allows students to develop their abilities when using the language to share information, negotiate meaning, and interact inside the classroom (Richards & Rodgers, 1986, as cited in Desai, 2015, pp. 48-49). Providing authentic and autonomous environments in which ESL learners can socialize is what makes this method different from others. In addition, Brandl (2021) proposed some notable principles that should be considered when implementing the CLT such as making a priority the development of the communicative skills, promoting learning by putting into practice, providing input that is meaningful, comprehensible and elaborated, encouraging cooperative and collaborative learning among the students, providing error-corrective feedback and recognizing and respect the affective factors that might influence the learning process (pp. 07-20). By acknowledging and including these principles, teachers can create not only a safe but also a significant space in which the only concern that foreign speakers should have is interacting fortunately.

### 2.1.2 Advantages and of CLT

As an approach whose main purpose relies on assertive communication, CLT contributes to the speaking skill when learning a second language in different ways. In fact, its advantages focus on providing the students with communicative activities and tasks within the class. AL-Garni and Hamed Almuhammadi (2019) stated that "The main goals of CLT are creating opportunities for learners to use the target language effectively for everyday communication needs" (p. 73). Lesson environments, then, are expected to enhance the students to speak effectively, and take such spoken production towards real contexts. Therefore, students fulfill their English competence not only inside, but also outside the class, improving and making the language a priority. Also, students take a proactive role so that they are more intentional in producing and interacting among them. "The major portion of the learning process is not upon the teacher thus illustrating that CLT classes have moved from teacher-centeredness to learner-centeredness" (Thamarana, 2014, p. 68). In this case, more opportunities to build up strategies to communicate will arise at the same time that students look for new vocabulary and tenses in order to be as accurate as possible. Finally, another benefit students can get from this approach is comfort when speaking. "It motivates

students to improve their ability of using English by themselves since it emphasizes on fluency in the target language" (Thamarana, 2014, p. 68). Whereas fearing for making mistakes, emerging with original and new ideas increase the students' ability to feel comfortable producing in the target language.

### 2.1.3 Disadvantages of CLT

Diving into the benefits CLT offers can lead to a deceiving process if it is not addressed carefully for there are some possible situations that might not be that advantageous neither for the students nor for the teacher. The lack of language proficiency, the student's personalities and the classroom enrolment may hinder this approach to be developed successfully (Dos Santos, 2020, p. 107). Students might want to participate in the class, but if they are not at a considerable spoken level; then, ideas do not flow and no practice is done. Also, even though the variety of activities the approach provides, some students might not feel comfortable enough to engage, which inhibits the speaking improvement. Finally, the size of the class is another problem because if there are too many students the teacher can get overwhelmed when it comes to being attentive; however, few students do not allow the tasks to be implemented and take the most out of them for it finishes quickly, and the student's outcomes are minimal.

## 2.2 Development of the Oral Speech

Throughout history, human beings have always had the necessity to transmit their knowledge and culture whether it is written or spoken. Nowadays communication is a fundamental part of people's lives since they spend most of the time interacting with one another by expressing opinions, sharing ideas, or telling stories. When learning a new language there are several abilities that students need to acquire to be able to be competent in the language and use it. However, oral production is noy only one of the most significant but also difficult skills that needs to be developed. According to Ahmadi and Leong (2017) "English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension." (p. 35). EFL speakers' performance reflects all the linguistic aspects as well as their cognitive and critical thinking skills that everyone has since they are required to put into practice what they have learned. In order to understand the importance of developing oral speech, it is necessary to understand the different characteristics that it involves. The first two are fluency and accuracy. The former is described as "The learners' ability to speak in understandable ways in order not to break down communication because listeners may lose their interest" (Hughes,

2000 as cited in Ahmadi and Leong, 2017, p. 36). The latter deals with the grammatical aspects of the language, if what was said is correct or not. Being able to speak at a normal pace, having the audience emerge in the narration, and using the precise words and vocabulary is an essential part of the process because it helps transmit the message easily. Another characteristic is the pronunciation, the way in which the sounds are produced might also determine if the listeners understand or not the speaker. These are some of the reasons why it is important for EFL learners to develop their speaking skills, but there are some other reasons that are more related with the background of the student.

**2.3 Linguistic and Emotional Difficulties**

When it comes to learning a new language there are several challenges that students might face in their acquisition process. Experts argued that "Speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English" (Zang, 2009, as cited in Hosni, 2014, p. 23). Thus one can say that the area in which students struggle the most is related to the oral production. Some of the most common difficulties affecting the students' performance are related to the students' environment. These struggles can be classified into two main categories: linguistic and emotional aspects. The former deals with the target language itself and the way in which it is produced, understood and used, while the latter involves the students' mental and emotional health, meaning that the students' feelings and thoughts are the ones interfering with the communication. However, it is significant to keep in mind that the intensity in which these factors influence the way in which someone communicates varies for each student.

Regarding the linguistic challenges that EFL learners face when producing oral speech, one can mention the lack of knowledge and the mother tongue interference. When acquiring a new language one of the most fundamental parts is to learn vocabulary to build the students' lexicon. Carter and Nunan 2001 (as cited in Pauliková, 2017) explained that "Insufficient amount of knowledge can cause difficulties in inaccuracy, fluency and also complexity of speech" (p. 666). This happens because if ESL students do not have a wide vocabulary and knowledge on the target language, they might not be able to produce utterances because they do not know the correct structures or words. Another possible outcome from the lack of vocabulary is that listeners might understand something different from what was intended. Moreover, the mother tongue of a student can impact the second language learning process. For instance, if students think in their native

language before speaking in the second language, this might result in ungrammatical or incoherent utterances due to the fact that the syntactic and morphological aspects of the languages are different from one another. Additionally, EFL learners tend to switch from one language to another if they do not have the linguistic level or the knowledge to communicate their ideas using English (Hosni, 2014, p. 26). In conclusion, students feel more comfortable using the language that they know when they are involved in a situation in which they do not know how to express themselves.

In respect to emotional aspects, there are several sensations that students can feel throughout their learning process, and the majority of these emotions arise when students are required to use the production skills. Some specialists argued that there are five main psychological problems that affect speaking performance which are fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. One of the most common difficulties that ESL students struggle with is the fear of making mistakes when speaking in the target language. This happens because learners do not want others to laugh or to judge them because of their inability to communicate. Another common issue is shyness, there are some students that are really shy which hinders the speaking process because they do not feel comfortable when interacting. This one can also be associated with the next factor which is anxiety. Some learners can experience nervousness, tension, apprehension and introversion when having to speak in front of others or to communicate their ideas; meaning that their abilities and performance might be affected by these problems. An usual phenomenon that some students experience alongside the process is the lack of confidence; when ESL speakers perceive that others have some trouble while understanding what they said or if they feel like they do not speak properly, learners' confidence decreases. Finally, the lack of motivation plays also a significant role because students need a purpose in order to achieve their goals, and if they do not find any interest in learning the language not only the acquisition but also the performance will be compromised (Juhana, 2012, as cited in Jannah and Fitriati 2016, pp. 69-70). All of these psychological difficulties have a direct impact on students whether it is in the way in which they feel toward the language or how they use it in context.

## 2.4 Contextualization in EFL Learning

The use of context in the teaching and learning environment in order to avoid isolated tasks is called contextualization. Margana (n.d) said that "This approach is aimed at conferring learners a clear and whole portrait of how linguistic elements and grammatical rules are activated based on the contexts that perform them in the overall meaningful message" (p. 102). Structural teaching is

left behind; instead, more analyzing and recalling from the students is practiced as they are not given structures to learn, but context to play around with the language. Contextualization positively impacts students because of the point of reference is created on them, promoting useful speech that helps students to know from where they can start to develop their ideas, and as they continue speaking, their fluency and accuracy will increase. Studies in neurolinguistics have shown that setting a context effectively activates areas of the brain which relate to learners' experience in relevant areas, known as schema (Garside, 2019, para. 02). Therefore, inner activation happens for the proper development of output.

Similarly, contextualization creates a setting in which students learn how to interpret utterances in order to produce them correctly, developing influential language in regard to the situation given. The language students are going to use becomes, therefore, appropriate and relevant language due to the interaction between the student and the objects or actions of the assigned context. Bauer (2014) explained that "The students should feel themselves into and gives information about how to use certain grammatical or vocabulary related constructions in situations that are not just to learn but which are similar to real life situations". Implementing context extends the students' knowledge in form and situation on language as well as on their socio-cultural understanding of what the target language involves. Consequently, the non-linguistic environment helps the students to improve the production of speech by making it effective.

**2.5 The implementation of Real-life Contexts on Language Acquisition**

Within the process of acquiring a second language, the way information and activities are placed before the students have an impact regarding achieving the expected results. In terms of oral communication, including real-life situations is key to effectuate a successful production of speech. Osverir and Herrington (n.d) stated that "If activity, context and culture are separated, learning will be decontextualised. Nowhere is this more relevant than in language learning" (p. 03). With this, teaching in isolation with no environment as a reference, the production of the target language be more structural rather than communicative. This situation might stop students from talking because they are not free to speak, but restricted to follow rules, which interrupts smooth and assertive communication. Instead, the students should understand that making mistakes when communicating with others is part of learning a language (Vaca & Gómez, 2017, p. 60). By keeping this idea in mind, the students' intention to speak more and worry less, can strengthen the

development of fluent oral speech production, and here is where contextualization of the material takes place.

Practicing speaking in class is important for it might be the only scenario where most of the students get to develop what they have learned so far, so it is imperative that the information provided to produce is as similar as the outside situations. Jones (2016) cited that "Because many people learn through conversation, I need to facilitate real-life scenarios where students can express themselves as they would in the target-speech community" (p. 11). In that sense, the speaking skill of the student will be competent enough inside and outside the classroom when necessary for she/he has been exposed to the different situations with anticipation. The coherence of the students when communicating in the target language might extend due to their knowledge and interest in situations they feel identified with. Taking into account such aspects, the teacher's contact with the students will allow the most accurate contexts in order to offer quality tasks and activities that guarantee the students' speech production. Burns (2017) implied that "In the case of language learners, conceptual preparation relates to how much learners already know and comprehend, to the linguistic repertoire at their disposal, and to their sociocultural awareness" (p. 246). In that way, performing spoken activities be a construction of previous or cultural knowledge students have acquired through their lives. Therefore, the level of speech the context requires should resemble the knowledge of the students.

**2.6 Tasks for the Development of the Speaking Skill**

Teaching speaking is a process that requires practice since that is the moment when all the theory is put into context; it is where the language is transformed to be functional when it comes to speaking. Teachers, therefore, have a huge responsibility on how to promote speaking on their students, especially by including real-life situations. For this reason, Vaca and Gómez agreed that "Speaking in EFL should aim to achieve communicative goals. It requires understanding how the language works, its components and functions; and how and when to speak adequately according to circumstances of real life" (2017, p. 60). It means the tasks given will fulfill goals expected by the teachers, so that language is not just a means of talking, but also about making proper use of it depending on the events. For instance, vocabulary, structures, pronunciation and intonation might vary if being in a park, school or work. At first, introducing the contexts with anticipation can be an option for the students to prepare a type of outline or brainstorm of the ideas they want to

develop on the actual speaking. Later, teachers can opt for more unexpected and realistic activities that make the students think faster and creatively.

The hunting for implementing context within the tasks is being searched for a variety of authors, whose ideas can overcome the improvement of the speaking skill. All of them admit that the students satisfy the needs of each role given; in other words, to express bodily, emotionally and verbally what is being faced. Srinivas (2018) commented that "Conversation seems to be very simple, but effective conversations include a give-and-take exchange that consists of elements such as eye contact, body language, responding, paraphrasing and summarizing" (p. 288). Consequently, performing speaking tasks takes more presence and relevance. The interaction among students will not be sitting on the desk, but it would mean to actually stand up, make gestures, motions and intonations when the context requires it. In this case, the conversations are more casual between the speakers since they just interchange information or engage in the topic, so informal contexts would fit perfectly when implementing conversations. Then, dialogues are another useful strategy that follows the principles of conversation; dialogues are the most similar world-situations students can have since they get the opportunity to dramatize while developing daily conversations, and basic speech (Roberto de Caro, 2009, pp. 130-133). The difference is that dialogues are to discuss and negotiate information which means that situations such as buying products or asking for discounts encompasses this form of speaking performance.

Along with the ideas already stated, there are other activities that can work to encourage the oral speech production of the students. The main point is that students can fulfill communicative needs that make them produce meaningful speech based on specific situations. A good example is to introduce interview or presentation activities in order to get personal information and topic performances, Vaca and Gómez (2017) revealed that "They progressively learned the foreign language in their urgent need for vocabulary and sentence formation due to the fact that there was a communicative purpose to be accomplished" (p. 65). Either questions or answers are required to follow an order to convey the intended meaning, so the students already have the information, now they need to look for the most accurate forms to do it, adding that they will learn and expand specific vocabulary for each situation. However, a lack of vocabulary of structures should not be a barrier for them; instead, they are allowed to learn by experimenting and exchanging knowledge among their classmates. Similarly, Illés and Akcan (2016) affirmed that spontaneous communication is key to developing the students' speaking skills. For instance, when

having a conversation with the teacher, it was reported that a student was ready to extend the talking at some point in between (p. 06). This means that the students might want to talk more when they feel comfortable in the conversation. The teacher would no longer guide the conversation once the student started asking questions instead of just replying back; both speakers play equal production.

Thereafter, more complex activities can be introduced to the students; the ones in which the students are linguistically challenged, but at the same time they can explode their creativity and freedom to speak. One suitable option is the debates within the classes because the students need to awaken their knowledge about a certain topic in order to defend their position; either if it is up or against. "A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interests to defend" (Littlewood, 1981, as cited in Arung, 2016, p. 72). Then, this activity can be prepared with anticipation, so that the students have time to arrange the ideas and participate all the same once the debate starts. Now, for the sake of real-life situations, students can work on what they know; the topics can go from the easiest to complex ones. For the former, for example, debating between summer or winter, or beach or mountain; and for the latter, debating between social and political issues. Similarly, including role plays within speaking classes should be a must for its versatility. Dorathy and Mahalakshmi (2011) mentioned that a "Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated" (p. 03). With this, students are allowed to be whoever they want in order to achieve a task, promoting their imagination to act and talk. In role plays, whatever real situation can take place since the students are supposed to recreate how the situation would be.

# CHAPTER III

# METHODOLOGICAL

# FRAMEWORK

**3.1 Research Method**

To seek the purpose of the current research, it has been determined that the research method that fits more accurately is the deductive approach. The idea of solving a gap in the educational context analyzed requires background knowledge in order to start assuming and planning an alternative. Zalaghi and Khazaei (2016) declared that "When a deductive method is applied for a research project, the author formulates a set of hypotheses that need to be tested and next, using a relevant methodology, tests the hypothesis" (p. 230). In this sense, different theories about speaking by using real-life context activities are studied and related to specific circumstances of students from the Liceo Académico de Comte, so that the validity of the previous hypothesis or questions are proved or not.

**3.2 Type of Investigation**

The display of the findings for this investigation are descriptive since the research has been conducted to specific students of the south part of Costa Rica. By bearing in mind such aspects, no comparison is done with another research or so, but to explain in detail the results obtained from interviews, observations or questionnaires. "Descriptive research aims to accurately and systematically describe a population, situation or phenomenon" (Davis, 2019, para. 04). Therefore, it looks for qualitative information that summarizes the development and performance of the variables under study. At this point, the people in charge of the research are able to explore in depth how the educational methods proposed have been working on the population selected as well as its efficacy.

**3.3 Research Approach**

As this is a qualitative research, it is intended to analyze the speaking reaction and behavior of the students when real-life activities are implemented in the lessons. McLeod (2019) affirmed that "Qualitative research is the process of collecting, analyzing, and interpreting non-numerical data, such as language" (para. 02). The data collected should help to understand in depth the phenomenon when the method is being applied, and so that way, there can be improvements as to benefit the students' speaking performance. By leading numbers behind, the researcher is able to focus on how details surrounding each student either enhance or hinder the production of speaking in the target language. Such analysis is done by using qualitative techniques like: interviews, questionnaires and observations.

**3.4 Sources and subjects of information**

*3.4.1 Sources*

There are two principal sources of information which are the data collected from the sample population (teacher and students) through an interview and questionnaires that allow the researchers to know the participants' opinions and insights related to the implementation of real-life context activities, the CLT, and speaking skill. Moreover, the secondary source is the information gathered in the previous chapter which is the result of a rigorous research of several magazines, journals, books and other sources available on the Internet.

*3.4.2 Subjects*

The subjects of this research are from a small high school in a rural area of Coto Brus called Comte. The participants are tenth grade students from the Liceo Académico de Comte and a teacher who works in the same institution. The group includes learners from diverse communities and ages near the high school.

**3.5 Variables**

When it comes to researching, there are several variables that might affect the result of the study. Some of the most common ones are the type of research, the methodology, the strategies implemented, the sample population among others. However, there are some other variables which are significant to consider while investigating such as conceptual and operational. According to Davis (2021) "A conceptual definition tells you what the concept means, while an operational definition only tells you how to measure it" (para. 01). Some examples of conceptual definitions found in this study are the CLT approach, the communicative competence, real-life situations, linguistic and emotional factors. On the other hand, the operational variables are the questionnaire and the interview that will be used to gather the data to analyze the importance and effectiveness of real-life situations activities in the development of the speaking skill.

**3.6 Population and sample**

*3.6.1 Population*

This research is addressed to all the English teachers whose main goal is to help students develop their speaking skill in order to be competent in the target language and to be able to communicate their ideas assertively. Also, to anyone who is interested in the benefits of implementing real-life situation activities and the CLT approach into their classrooms. Finally, to all the students who want to understand and know more about their learning process.

*3.6.2 Sample*

The sample population is divided into two groups. The first one consists of 18 students of the Liceo Académico de Comte group 10-3. The range of age goes from 15 to 17 years old in which 9 are women and 9 are men. The participants come from different rural communities such as La virgen, Comte, Zancudo, Pavones, La Escuadra, La Campiña; providing the study with different perspectives due to the fact that it is a varied group of students. The second subgroup is composed of one teacher at the same high school who is in charge of the group. This educator has been teaching in the same place for several years, usually in charge of the highest levels.

**3.7 Instruments**

For the sake of collecting the most reliable and useful data for the research, two different instruments are going to be applied to the population selected. The first one is an interview for the teacher of the group while the second one is a questionnaire for the students. Both of them intend to gather as much information as possible regarding the topic under study by considering the students and teachers' perspectives as to the speaking production.

*3.7.1 Interview*

Using an interview allows the researchers to collect enough information for the investigation being carried out. Its scope ranges from the simplest to the most complex questions, so that the variety of information obtained might fulfill the purpose of such a tool. McLeod (2014) added that "Researchers can ask different types of questions which in turn generate different types of data" (para. 02). At the moment of administering the instrument, many other questions can emerge, which enrich even more the data collection process. The interaction with the interviewee might create an ease in the moment that generates real and raw answers. For that reason, this interview is administered to the teacher of the class chosen, as to get valid data regarding the speaking skill of the students when using real-life situations. Nine out of the ten questions are opened, yet all of them refer to the main topic in its different subtopics.

*3.7.2 Questionnaire*

Questionnaires are one of the most common instruments applied by researchers because of their characteristics. For example, the facility that they have to include different types of items besides open and closed ended questions, and the implementation flexibility that they offer to their users; meaning that they can perform an online or physical interment if necessary. Mcleod (2018) explained that "Questionnaires can be an effective means of measuring the behavior, attitudes,

preferences, opinions and intentions of relatively large numbers of subjects more cheaply and quickly than other methods" (para. 05). This type of instrument is functional for researchers who need to test large samples or the ones who do not have enough time to carry out a testing process. In this study, the questionnaire consists of 9 different questions in which 6 of them are multiple choice, 2 are closed ended and 1 is a short answer. The purpose of this instrument is to gather students' perception and opinion about the challenges that they face when interacting as well as the activities and strategies that make them feel comfortable enough to participate inside the classroom.

# CHAPTER IV

# RESULTS ANALYSIS

**4.1 Findings on the Communicative Language Teaching Approach**

Considering the emergence of new approaches in the education field, it is fundamental for educators to analyze the effectiveness that these methods have on the students' learning process. The implementation of the Communicative Language Teaching has proved to be beneficial for students. Thamarana (2014) explained in his paper that "CLT may fulfill the actual goal of teaching a language which is to improve learners' communicative competence" (p. 69). Meaning that the nature of the CLT approach makes it more effective when it comes to learning a foreign language and being able not only to understand but to communicate ideas; confirming what other experts such as, Richards has argued about the origin of the approach and the ineffectiveness of others grasp in helping speakers to acquire communicative competence. Additionally, AL-Garni1 & Almuhammadi (2019) showed in their study that after using this approach in a couple of sessions the sample population of the "experimental group" presented a small but significant difference in the scores obtained during the post-test in comparison with the "control group" due to the influence of the CLT (p. 81). So, the type of activities and their purpose have a notable impact on the student's performance because CLT usually focuses on the use of the language assertively. Similar to what Richards & Rodgers previously mentioned about the importance of providing learners with CLT-oriented tasks that can enhance students' speaking abilities. However, the approach is still viewed by some teachers as something new which generates concerns among them. Nagendra (2013) explained that "Some feel understandable frustration at the seeming ambiguity in discussions of communicative ability. […] This view of language behavior lacks precision and does not provide a universal scale for assessment of individual learners" (p. 06). CLT might be challenging for teachers, especially the ones who are accustomed to teaching using different methodologies in which the evaluations and assessments are structured, nonetheless, teachers still can combine other approaches with CLT while teaching.

**4.2 Findings on Linguistic and Emotional Difficulties**

There are many challenges that come along in the learning process that hinder students' performance; among the most significant ones some experts have stated the following. Hosni (2014) revealed in her study that "The main speaking difficulties encountered by grade 5 students are linguistic difficulties, mother tongue use, and inhibition" (p. 28). These aspects can be interrelated and be perceived as a process because the lack of vocabulary and grammar structures that some learners present makes them not able to produce sentences in the target language and as

a result, they use their native one, and at the same time it makes them reluctant to participate in classes. This finding confirms what Carter and Nunan proposed about the significance of the learners' lexicon and knowledge and how it affects them. In addition, regarding the psychological problems encountered in the classroom, Jannah and Fitriati (2016) discovered in their study that most of the students in their sample population presented one of the following conditions: fear of mistakes, shyness, anxiety, lack of confidence and lack of motivation. They attribute these factors to the pressure students feel when all the eyes are on them, and the sudden feeling that their English is not good enough, their pronunciation might not be correct, their classmates might laugh at them, so their confidence level diminishes, and their performance is affected (p. 76). This corroborates the previous claims of Juhana (2012) in which the same factors were proposed as the most predominant when communicating in a foreign language; reflecting that the acquisition of a language can be directly influenced by how students feel inside the classroom. Additionally, Hosni (2014) believed that "There are five main factors that contribute to the existence of these speaking difficulties: teachers' perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations" (p. 28). Meaning that it is within educators' responsibilities to provide language learners with a safe environment in which they can interact with the least amount of preoccupation as possible in order to give them a fair chance at performing.

**4.3 Findings on Contextualization**

The application of context within a scholarly environment to teach the speaking skill is a process that requires commitment and effort. Some authors agreed that there are different strategies in which context can be displayed to the students, so that lesson does not become monotonous. "English teachers of young learners have to incorporate visuals and realia, meaningful contexts, and vivid examples and analogies and to apply higher-order thinking skills such as categorizing, predicting, comparing, imagining, evaluating, analyzing, and the like" (Margana, n.d, p. 118). That means that each learning style can be covered when using context, but it all depends on the teacher's dedication; otherwise, teaching will continue being structural. Actually, Ozverir and Herrington (n.d) "Compared the characteristics of school based-learning activities to authentic activities and suggested that school activities are very different to real-life problem-solving activities that actual practitioners do" (as cited in Lave and Wagner, 1994). Such idea suggests that students have not been able to learn the target language to communicate because schools have not

implemented alternatives to use context within education, putting them away from being able to engage in conversation outside of the classroom. Therefore, in order to fulfill that gap, authentic tasks need to be taken more into consideration (Oliver and Reeves, 2003, as cited in Ozverir and Herrington, n.d). Thus, situations in both scenarios are similar enough.

When students are immersed in an environment when learning, they have the opportunity to improve their vocabulary and structures. Bauer (2014) talked about such aspect and Vaca and Gómez (2017) agreed on the same way by saying that "They progressively learned the foreign language in their urgent need for vocabulary and sentence formation due to the fact that there was a communicative purpose to be accomplished, an important aspect for building communicative competence". This allows them to have the same communicative skills and vocabulary inside and outside the classroom. Sadly, the issue with the context in the south part of Costa Rica is that students do not get to practice English that much in a real environment with native speakers, and that opportunity is a key characteristic to grow in the language. Jones (2016) stated that "In an immersion setting, learners have more exposure to the socio-cultural aspects of the language and more input (Freed, 1998; Hassall, 2014; Beltrán, 2013), but learners need maximum exposure and length of stay in the target-speech community to reap the full benefits of study" (p. 89). The problem falls as a consequence to the context surrounding the apprentice, for living in a country where Spanish is the first language, practicing English outside the classroom is difficult for many students, which makes their development not as effective as it is intended.

**4.4 Findings on the tasks with real-life situations**

When it comes to implementing real-life situations within the tasks, teachers need to consider advantages for the student's improvement and disadvantages as to deal with them precisely. It was demonstrated in a study that students continue having some type of anxiety when speaking, and that code-switching between Spanish and English cannot be avoided since students use it to compensate for difficulties with the language (Vaca & Gómez, 2017). This generates improper use of structures and Spanish-like sentences. But this is a situation that any second language student can experience during a speaking activity or task either with a context or not. Real-life situations are a solution to the problem because the activation process makes the students prepare for the moment of speaking; they are able to practice and get familiar with what vocabulary or sentences they would probably use based on the given context. Another alternative is to start with simple tasks in which students are not required to speak for long periods of time, so that they

are capable of creating more and more precise speech progressively. Vaca and Gómez (2017) also declared that "Even though students were motivated to work together to provide each other with vocabulary, they also confirmed with the teacher if the words were actually correct". Consequently, not everything is negative. Here it is where one can confirm that people learn through conversation, the moment where doubts arise. Students are motivated to rely on their classmates and teachers.

The teaching of language for speaking purposes requires a careful manner to be addressed. Whereas Illés and Akcan (2016) affirmed that spontaneous communication is key to developing the students' speaking skill, it was found that such practice can actually inhibit speech production in some students. A result from a study showed that students produce minimal answers when directed questions are made by the teacher (Fitria, 2013, p. 95). This is the result of out-of-context questions. If there is no context, then creating a speech is difficult for language learners because specific information is requested. On the other hand, if students are introduced to scenarios and daily-life situations to which they can relate to, direct questions would not be a problem. Conversations and dialogues are adequate tasks for speaking in context since those are the most common pieces of speech people are surrounded by. ThiTuyetAnh (2015) commented that "The exposure of students to English environment helps to provide them with language as well as models for them to pick up unconsciously and helps to facilitate their speaking naturally and automatically" (p. 53). Once practicing has been done, students might master the language and so they would be able to communicate easily with English speakers.

Other tasks are the interviews and presentations, debates and role-plays. As for the interviews and presentations, students get to know more about their classmates and the language. Vaca and Gómez (2017) said that the students feel interested in their classmates' experiences when interviewed despite grammar mistakes and that presentations put them closer to the language in order to fulfill a communicative purpose. It is demonstrated that producing the target language is not a barrier when students are really into the tasks. Similarly happens with debates. Active participation is the main characteristic of debates shown by the students; they defend their team and interact by using the language (Firmansyah & Valatansa, 2019, p. 895). Indeed, debates increase speech production at the same time that an environment is built. Finally, Dorathy and Mahalakshmi (2011) concluded that "It's fun and motivating; quieter students get the chance to express themselves in a more forthright way; the world of the classroom is broadened to include

the outside world - thus offering a much wider range of language opportunities" (p. 03). The gap between the room language and the outside language is reduced for a positive result.

# CHAPTER V

# CONCLUSIONS

Language teachers' ultimate goal is to help students to develop their abilities as well as to achieve the yearned communicative competence, which most individuals struggle to acquire due to different factors that interfere in their learning process. A clear example of this point are the methodologies and approaches that educators choose to incorporate into their classes since they can make the difference in the way students perceive and interact with the language, mainly because of the different aims that they have. That is why it is imperative for teachers to set their class objectives and look for the option that is more suitable for their purpose. The CLT approach has demonstrated to have outstanding results, when it comes to the students' speaking performance thanks to its philosophy that being able not only to understand but to express one's ideas is more important than just learning the grammar.

Learners' emotions should be teachers' main priority, especially considering the side effects that some specific situations or environments might have on students such as nervousness, hesitation, or lack of confidence that one feels before interacting or speaking in front of the whole classroom. It is normal for individuals to doubt themselves and their knowledge before presentations, principally when talking in a foreign language, what teachers need to take into consideration is how to motivate students to participate and how to eradicate or at least to decrease the amount of stress that learners feel.  On the other hand, it is essential to keep in mind that not all the challenges are related to psychological aspects, some others are associated with linguistic issues. It is not rare for learners to switch from one language to another one every time they forget how to say something or when they do not know the correct pronunciation. The learning process is a long journey that takes time, so it is fundamental to be patient with the students and consider their background, necessities and feelings to provide them with the best learning conditions possible, so that interaction and communication is not affected.

Having real-life context tasks for the speaking of the students implies the teacher being committed in order to appreciate the progress of the students. Teachers are in charge of introducing the tasks that will boost speaking in the classroom setting. The more likely to the outside the tasks are, the easier it would be for the students to use English to communicate. Authentic tasks must be prioritized owing to their likeness to the real world. Similarly, interactive activities are beneficial and create an environment where students feel free to speak the most because of the stimulation produced at the moment of the task. Actually, it was analyzed that asking for help either to classmates or the teacher promotes the amount of speech a person develops.

It is imperative to keep in mind that implementing contexts in the classroom is a process that takes time, especially when dealing with new students and individuals who present difficulties learning English. Students are not to speak at once when context is given, but that the teacher uses different strategies to incentive speaking properly and functionally. For the most part, the acquisition of vocabulary and structures can be improved by the students due to context tasks, but it also would carry some other mistakes such as wrong pronunciation and intonation. Even the use of Spanish can prevail in the classroom while the tasks are being developed. Finally, the student being competent inside and outside the classroom simultaneously cannot be proven because of the context around the population under study, but the efforts motivate the students to receive and convey a communicative language.

# CHAPTER VI

# RECOMMENDATIONS

Once the results of the investigation have been concluded concerning the main topic, there are some pieces of advice that the researchers have considered important to take into account for future similar studies, teachers, students and institutions.

## 6.1 Recommendations for students

On the student's side, one recommendation is to create a friendship and collaborative environment among themselves. Empathy, respect and fellowship are essential values for their performance in speaking. Such attitudes can make them feel more comfortable during the speaking moment. Moreover, they should learn to communicate to the teacher their interests, likes and feelings, so that the learning process is more significant.

## 6.2 Recommendations for the institution

Lastly, the institutions should allow the teachers to modify the programs to some extent in order to adapt and personalize the classroom according to the students' requirements, learning styles and context.

## 6.3 Recommendations for other teachers

Regarding the teachers' recommendations, it is fundamental to consider learners' context before planning or designing the type of tasks that will be implemented in the class. For example, the south zone of Costa Rica is mostly known and involved in the tourism sector, meaning that educators should use this information in their favor not only to engage students, but to give them real-life context according to their realities. Additionally, being aware of the type of tasks in which learners enjoy the most can make the difference in the participation rate in the classes. Also, teachers should try to monitor students as much as possible to be able to notice when they have doubts or need help, while they are either preparing for a presentation or in the middle of one.

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**Annexes**

**Universidad Latina de Costa Rica**
**BACCALAUREATE ON ENGLISH TEACHING**
**Course:** Research Seminar 1
**Researchers:** Angely Valverde & Daniela Leiva
**Fecha:** _____

**Student's Questionnaire**

1. **¿Qué actividad se le dificulta más desarrollar en la clase de inglés?**
   a) Hablar   b) Escuchar   c) Escribir   d)Leer

2. **¿Qué tanto se le dificulta comunicarse en el idioma inglés?**
   a) Bastante  b) Un poco   c) Muy poco    d) Nada

**3. ¿Usted pide ayuda al profesor si se le dificulta desarrollar ideas de forma oral?**

   a) Si   b) No

**4. Al pedir ayuda al profesor, ¿Qué tipo de información suele pedir?**

   a) Vocabulario   b) Información del tema  c) Pronunciación  d) gramática

**5. ¿Disfruta usted realizando actividades del habla en clase?**

   a) si    b) no

**¿Por qué?**

_____

_____

**6. ¿Cuáles son algunos retos que usted presenta al hablar en inglés? Puede seleccionar más de una opción.**

   a) Timidez
   b) Nervios
   c) Ansiedad
   d) Pronunciación
   e) Falta de vocabulario
   f) Falta de motivación

g) otros: _____ (mencione cual)

**7. ¿Cuáles actividades prefiere al hablar en inglés?**

a) Conversaciones
b) Presentaciones
c) Dramatizaciones
d) Diálogos
e) Otros: _____ (Mencione cual)

**8. Cuando se realizan actividades del habla, ¿Prefiere usted que sea individual, grupal o con el docente? ¿Por qué?**

_____

_____

**9. ¿Con qué regularidad práctica usted hablar en inglés fuera del salón de clases?**

a) Siempre   b) Algunas veces  c) Casi nunca  d) Nunca

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**Fecha:**_____

## Teacher's Interview

1. How difficult is it for the students to speak in English in the classroom?

2. How does a speaking class look like? What is the role of the teacher and student?

3. How much do the students produce when in a speaking task?

4. Which are the linguistic and emotional factors that affect the students the most when speaking?

5. What type of speaking activities do you implement in the class?

6. Do you provide students with information before the speaking tasks? What type of information?

7. What is the main goal of the speaking activities implemented in the class?

8. Why do you think about including real-life situations in the speaking activities?

9. What type of real-life situations do you include in the speaking tasks?

10. What activities do you consider are the best for the students' level? Conversations, dialogues, roleplays, debates, presentations

**TRIBUNAL EXAMINADOR**

Este proyecto titulado: Implementation of Real-life Context Tasks by using the Communicative Language Teaching Approach for Enhancing Spoken Production of Tenth graders at Liceo Académico de Comte on the III quarter of 2021, por las estudiantes: Angely Emerita Sánchez Valverde y Daniela Leiva Villegas, fue aprobado por el Tribunal Examinador de la carrera de Ingeniería Civilde la Universidad Latina, Sede San Pedro, como requisito para optar por el grado de Licenciatura en Ingeniería Civil:

_____
Karol Hernández Gómez
Tutor

_____
Ingrid Mora Quirós
Lector

_____
Grace Morales Delgado
Representante