UNIVERSIDAD LATINA DE COSTA RICA
ESCUELA DE CIENCIAS SOCIALES
LICENCIATURA EN LA ENSEÑANZA DEL INGLES
SEDE REGIONAL GRECIA

"ENHANCEMENT OF SPEAKING SKILL THROUGH
COMMUNICATIVE TASKS WITH NINTH GRADERS AT
COLEGIO BILINGÜE DE PALMARES".

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ABRIL 2019

UNIVERSIDAD LATINA DE COSTA RICA
LAUREATE INTERNATIONAL UNIVERSITIES

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Chapter I
Introduction

1.1 Abstract

While reading the whole document of this project the reader can go through a series of steps with a very high importance in the research, such the case of the first chapter, the introduction, in which the rationale is found, a sum of ideas which compound the project, then the reader will find the purpose which is the main idea of the project, after that it comes the general objective, followed by the specific objectives, then it appears the research questions. Secondly, there is the literature review, where some authors were chosen specifically in terms of similarities and very important topics for the intention of the project, here the reader can find a set of different techniques for teaching speaking English, some advices on conversation classes, tips about rules, methods to use for teaching, also some good example of the use of technology to generate oral interaction and finally the preparation, which are topics for delivering a class to a group of students. On the third chapter, there is the research approach where it is described the way the project is constructed. Then, the reader can find information about the site, subjects of information, which is the sample and how the information will be obtained. Next chapter number four, here the reader can find the analysis of data, and what it is interpreted by the authors of this project, such as the results of surveys and subject's opinions, also there is a possible restatement of the original questions. On chapter five, there are some thoughts from the authors about the experience, and further possible plans. Following this, chapter number six, in which the reader can find the outcomes, implications, strengths and limitations. Finally, chapter number seven is about some recommendations proposed by the authors in a set of suggestions. At the end there are the references and annexes section with questionnaires, surveys, charts, graphs and interviews to the subjects of the investigation.

1.2 Introduction

In this action research, a group of students will be tested by a diagnostic test for the English speaking skill, to find out what the level of the oral skill is, after that, some techniques would be applied to improve the English level they have shown. Then, students will be tested again to find out if the techniques applied in the classroom worked, using some instruments, techniques, tools, strategies and different sources of information.

1.3 Rationale

This investigation is intended to enhance the speaking skill through communicative tasks with ninth graders at Colegio Bilingue de Palmares. Through different methods and strategies, like observation, application of surveys, questionnaires, interviews and active participation in the classroom with students and teacher. The main idea is to analyze the different methods, strategies and techniques the teacher uses, and find out if they are effective for the students learning process, and to try to improve those techniques and strategies with new activities to make students learn easier, faster, also to make them be interested and motivated to learn a second language. The final results will lead a reader to the reality students go through in the classroom every day, and also it will tell the reader if the current system, the teacher is using, is actually working.

1.4 Purpose

This project pretends to analyze some techniques used by teachers in common English classes when teaching speaking, and to demonstrate if those techniques are

actually, efficient to the students, and to the correct development of the teaching process with the following objectives:

1.4.1 General Objective

a) To reinforce the English speaking skill in ninth grade at Colegio Bilingue de Palmares.

1.4.2 Specific Objectives

a) To determine the speaking level of students through a diagnostic test.

b) To apply conversational strategies to enhance speaking skills.

c) To evaluate the effectiveness of the strategies applied in speaking classes.

1.5 Research Questions

What would be some examples of important and useful activities to develop a speaking class?

How the use of some strategies can improve the teaching speaking learning experience in the classroom?

Chapter II
Literature Review

2.1 Literature Review

One first thing to mention in this document considered to be important is the idea of Teaching Speaking English, which is described as, the understanding of language and how the different aspects such the case of produce sounds, proper words to express ideas, the use of words to transmit messages with a logic meaning among others. In the article Speaking: Activities to Promote Speaking in a Second Language (TESL/TEFL) Kayi (2018) describes the concept of Teaching Speaking as a group of aspects to take into consideration as follows:

Produce the English speech sounds and sound patterns

Use word and sentence stress, intonation patterns and the rhythm of the second language.

Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

Organize their thoughts in a meaningful and logical sequence. Use language as a means of expressing values and judgments.

Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003). "What is Teaching Speaking" (para. 2).

Besides those aspects, which must have been taken into consideration Silvis (2014) also give an advice to develop and bring an optimal environment for the purpose of speaking by just "Interacting". This will be achieved with the proper situation, environment, tools, activities, topics, and techniques or methods, which can be considered the main engine to produce English, at the moment to present the learners real situations, different and entertained tasks, the teacher could have the engage for the students to get more interested and active while they should work in trios or groups sharing the differences, similarities, and also identifying possible mistakes while chatting with their classmates. Some Activities mentioned by Kayi (2018) are the following ones:

- Role Play. Where students are given a situation and they should respond to it as if they were the characters of that specific scenario, so the teacher would give the name of a person in a specific place and environment. The other two or his peer should respond and develop to generate conversation.

- Simulations. Which are similar to role plays, but a bit more elaborated since the situation brings some different aspect to the scenario such the case of specific dress, tools, a microphone or a stethoscope for example. So students use those tools to feel more engage with the situation and also promotes participation since is interactive and funnier for them.

- Information Gap. The students will receive just a piece of information about a topic, and the interaction get each other attached to the process of communication and also wanting more information, it will end to be developing a story of a gossip about a fake person or character.

- Storytelling. At this point it will be developed as a story, told by the students, with their own ideas about some situations they have faced or lived with the purpose to produce conversation.

- Interviews. Where some students could be a famous person and another the interviewer, while from time to time change rolls, so they can pretend to be a singer, actor, or those who they admire from the show business.

- Story competition. Generates a confident and funny way to produce English while trying to complete a story in a group, one by one, and step by step in the story itself. One sentence at a time.

- Reporting. Gives the opportunity to tell a situation which can be fake or real about a specific topic, while learners are practicing and enjoying the activity. This could end up in a gossip telling line, an accident or a real life car crash.

- Picture Narrating. Presents the opportunity to tell a story based on a picture shown to them.

- Picture Describing. It will give the chance to learners to describe a picture with their own words to a picture shown. "Activities to promote speaking" (para.4,16)

These activities could be focused to help the teacher to develop the class due to the nature of the activity, while another is more focused to be developed by the learners because a certain activity needs more action and interaction from students on the other hand unless working in groups or pairs, the activity will become a plain single participation from students.

Basic Principles described for Teaching Conversation Classes by Levy (2018) are as follows which also promote Interaction in the classroom:

- Focus on communication and fluency, not correctness. The idea is to transmit a message but not to emphasize if something said is wrong or not.
- Lay the groundwork. Set some rules, as long as five is recommended, but more are too many, for the students to respect since nobody is better than another, and also which could be the steps to choose topics and respect the procedure.
- Student directed. Student choose the topics. Choosing a topic must be a student's choice, due to the activity could fall in a boring situation for them.
- Small group/pair work. The chance to participate increase, and also the awareness of being observed decreases due to the amount of students listening to a single peer.
- Encourage students to rotate partners. With these students know to more classmates, and also encourage to express to big amount of students, so little by little confidence increases.
- Teach students strategies. The strategies for introducing the topic, drawing each other out, asking for opinions, advancing their own, using examples, so all that increases chances to express and speak in English.
- Teach vocabulary. Phrases and key words related to a topic are important for students to express and also participate in a conversation.
- Teach both formal and informal conversation skills. This practice gives the chance to students to understand better the language and also avoid embarrassing moments or situations. So it ends up to be useful. 9 Basic Principles of Teaching Conversational Classes *(*para. 3-11)

Those principles are important to set the rules, help the students to take the most of the class, take advantage of the most common situations while including vocabulary covering different situations, besides the interaction among them, lead learners to get some peer help, while pronouncing, conjugating, and using different words or set of words.

The next are Tips for Teaching English to Beginners by Brand et al (2017) in their article they point out the following:

- Keep instructions clear and simple. The use of few words, gestures, simple directions in chunks, will help a lot to students.
- Let them listen first. Let students listen to you first to accustom to your tone, and the new language in some cases.
- Drill, repeat, drill, repeat, drill… Beginners need it, repeat them the instructions or the steps to achieve a goal.
- Establish classroom language early on. Imagine some phrases students must ask, or say to you while they need to go to the bathroom, for example, or must ask a question, so teach them how to do it in English.
- Avoid meta-language. Instead of it use context for the structures and language in general.
- Do not forget that your students are fluent in their own language(s). Some errors and mispronunciation are not the most important thing while trying to speak and transmit a message. Keep instructions clear and simple (para. 3-11)

Brand et al tips are useful even though seems repetitive because most teachers apply the tips in their class sessions. Most experienced teachers practice those important tips to develop their classes and are for the good of the learners.

Four different methods to teach English in the modern classroom which are for the Interaction by students in classrooms, and also would make the everyday more interesting mentioned by Quixtan (2018), in the article, 4 New Approaches to Teaching English: Give the People What They Want, those are:

- Task-based Approach. This approach isolates individual skills and competencies. In order to teach material, students actually need to meet their goals and objectives. Sample tasks could be ordering in a restaurant, booking a hotel room, or perhaps more advanced tasks like critiquing a movie or voicing their opinions about politics.

- Project-based Approach. The application of this approach begins by determining the one, global objective that the individual or group of students have. Basically following the general interest of the group to learn.

- Lexical Syllabus. This approach is based upon the core language that students need, so their class would be related to their common and specific need, as the case of medicine, or accountant, the information received would be different in the core language.

- Using Smart phones in the Classroom. Now the idea with the Smart phones is to provide a useful tool for students such as dictionary, translator and grammar reference apps. Much like computers, students need to understand that their phones aren't for play or personal entertaining use, but to be used as learning tools. At the end the ideal use of the gadget ends up to be a learning asset, instead of been just as an entertaining one. Task-Based Approach (para. 5-37)

Some of these approaches are really useful, and are also in the benefit of the students' interaction, besides the dynamic of the class increases, due to learners must go and look for some information by themselves, which gives in a way, control on them.

Even though some of the following methods are not specific for Teaching Speaking English, they would be useful, and gives the opportunity to take advantage, while using them with a certain modification, because of the importance of the technology and the possibility to have it in the hand of the students just right when they have a smart phone where they are, or a computer at home or the library, the use of the following methods would be important and also a plus for the teacher and the learners. Again in some of them the "Interaction" is obvious and needed for the purpose of the learning process with just some little modifications by the teacher. So Weinberg (2018) mentioned and recommend them as listed the following:

- FluentU**.** This is a platform that gives you the best of both worlds in this regard. It is a video platform where you will find diverse, entertaining and authentic English videos (like movie trailers, music videos, news clips, inspiring talks and much more).

- Edmodo for Collaborative Learning**.** Edmodo is a multifaceted application that creates a sort of "digital classroom." You can store class materials, communicate with students and families and post alerts, grades and assignments. This also works as an interactive space for students. This tool works as a center place to share events and have discussions together online.

- Blogs for Creative Writing**.** It gives students a chance to be creative and empowers their voices. Their work will have an actual audience online, which gives their English a practical, non-abstract purpose. As they read one another's blogs, they can reflect on their own learning and get ideas from others. This also supports a sense of community within your classroom.

- Edublogs**.** This is a pretty typical blogging site. It is easy to use and free. This may be a good option if students are doing more individual posts and less community classroom interaction.

- Skype for Real Conversations**.** It is an excellent tool to give students real English conversation practice with native speakers.

- Video Games for Motivated Practice**.** A lot of people who speak English as a second language say that video games were a big help in picking up the language. For many students, the motivation to beat the game helps them stay focused and gives them the drive to practice. Some examples of those games could be Final Fantasy, Lunar (Silver Star) and Pokémon among others. "FluentU for Authentic English"(para. 20)

Weinberg suggests those tools as learning ones, while most of the students use them as entertainment spaces or hobbies, besides some could face the issue that no web access at home or cell phone while outside a campus or a public building, so they would help but could face some problems or considerations of access.

The case applied by Mr. Kayi (2018) who is in favor of the application of different activities based on cases of "interaction", different scenarios, drills, role plays among others; with the idea to bring a more interesting environment for the learners and at the same time take the most of the opportunity for the students to produce and also help them to prepare themselves for the future professional life, due to the necessities of the business world in which all of us live these years. Kayi (2018) summarizes in his document as follows:

> Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. "Conclusion" (para. 18)

Clearly the opinion leads other teachers to follow focusing on activities instead of just some theory data learning, in the pace of the learning process most of the topics would be achieved by the students.

Another point of view based on the needs of the speeding world of business, in which the students and the teachers should be dealing with the necessity of competences for the demanding companies to success in most of all fields, and it could be mentioned as follows by Irina Gvelesiani (2018) from the University of Georgia, from a part of her conclusions in the document: SOME STRATEGIES OF THE EFFECTIVE TEACHING OF FOREIGN LANGUAGES:

> According our point of view, the best results can be achieved by considering such significant factors as:

- the effect of first language on the second language learning;

- motivation of the learner;

- age and background of the learner;

- incorporation of cultural knowledge into the process of language learning.

A special attention must be paid to the last factor, because linguistic competence is not enough for learners to be competent in the foreign language. Students cannot truly comprehend foreign reality and therefore, master the language until they have also mastered the cultural contexts in which the language occurs. Moreover, culture and cultural features must be taught not only implicitly (embedded in the linguistic forms), but explicitly. "Summary" (para. 369)

Gvelesiani points out the need of having into consideration by teachers the access to information, knowledge of history, maturates of the learners while teaching a foreign language, since some topics could end up to be abstract or against their comprehension.

Besides all that, Irina Gvelesiani and Darejan Tvaltvadze, mention in their document some relevant aspects to take into account while teaching English as a second language, and the different methods mentioned will reflect by its use in the learning process of the learners, due to the different capabilities the students have. In fact, will vary from person to person, and because of that must be take into consideration and practice, as Gvelesiani and Darejan (2018), state:

Methods for visual learners include ensuring that students can see words written down, using pictures when describing things, drawing time lines for events in history, writing assignments on the board, using overhead transparencies / handouts and writing down instructions.

Methods for auditory learners include repeating difficult words and concepts aloud, incorporating small-group discussions, organizing debates, listening to books on tape, writing oral reports and encouraging oral interpretation.

Methods for tactile/kinesthetic learners include providing hands-on activities (experiments and etc.), assigning projects, having frequent breaks to allow movement, using visual aids and objects in the lesson, using role play and having field trips. (Sprenger, 2003).

According to the recent researches each learning style uses different parts of the brain. By involving more of the brain more is learnt and memorized. Therefore, students who are able to learn through a variety of ways are more effective learners. (p. 5)

The three methods mentioned before should be put in practice according to the necessities of the learners for the interaction and learning process, and of course it depends on the possibilities of the environment, educational system and teacher's educational techniques, among others.

Sartika (2018) mentions in her research Techniques for teaching speaking skills that: " Many linguists and language teachers agree that students learn speaking skills best through "interacting". (p.1) Since the interaction is practice and through practice the learner has the chance to get self-confidence while producing English and improving skills such the case of speaking, listening for instance.

Sartika (2018) agreed to Kayi about the different activities to apply with the purpose of teaching Speaking in class, such the case of discussions, role plays, simulations, information gap, and others. With all those activities exposed, someone can apply one or two during class sessions and give a more interesting side to the practice and the learning process. Besides that, Sartika supports the use of media and the importance while teaching, due to the great tool smart phones proposed by Weingberg and computers by Quixtan would be, in the use of different applications such the case of skype, video games, facebook, for instance very important tools and the learners would find them interesting and not so boring as a magisterial class given by a teacher.

At the moment to prepare a lesson there is a very important aspect to take into consideration, this is for the benefit of the students, since they would be attracted, or

caught in attention for the materials and the dynamic of the class. So material should be carefully selected as Bibut (2018) points at:

> For required materials, determine what information must be presented in class and decide which exercise(s) to use in class and which for out-of-class work. For teacher-provided materials, use materials that are genuinely related to realistic communication activities. Don't be tempted to try to create a communication task around something just because it's a really cool video or a beautiful brochure. (p.9)

This really applies to most of the material to generate conversation and speaking, and the interaction could be affected by the misuse of them. Learners could get distracted by some simple spot of attention reflected in the material, when talking about a picture or an object, a record or a video as Bibut suggests to use.

Chapter III
Design and Method

3.1 Research approach

This action research uses a mixed approach, because it involves both, quantitative research, that usually involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn, and qualitative research, which, it is about recording, analyzing and attempting to uncover the deeper meaning and significance of hu man behavior and experience, including contradictory beliefs, behaviors and emotions. Researchers are interested in gaining a rich and complex understanding of people's experience and not in obtaining information which can be generalized to other larger groups.

The pragmatic approach to research, (mixed methods), is used in this work. The pragmatic approach to science involves using the method which appears best suited to the research problem and not getting caught up in philosophical debates about which is the best approach. Pragmatic researchers therefore grant themselves the freedom to use any of the methods, techniques and procedures typically associated with quantitative or qualitative research. They recognize that every method has its limitations and that the different approaches can be complementary.

They may also use different techniques at the same time or one after the other. For example, they might start with face-to-face interviews with several people or have a focus group and then use the findings to construct a questionnaire to measure attitudes in a large scale sample with the aim of carrying out statistical analysis. Depending on which measures have been used, the data collected is analyzed in the appropriate manner. However, it is sometimes possible to transform qualitative data into quantitative data and vice versa although transforming quantitative data into qualitative data is not very common.

3.2 Sources and subjects of information.

All sources of information for this action research come from different application of data collection tools, methods and techniques. These tools, methods and techniques are applied to the students of 9th grade, from Palmares Bilingual high school that is located in Palmares, in the province of Alajuela, Costa Rica.

The information students give in the tools used for this research (surveys, questionnaires, and observation), will tell the results of the investigation, no matter if they are positive or negative, but it will show real results. Also there is a lot of information from different books, e-books, web sites, and prior investigations about the same topic.

Besides the information from the students, there will be applied a short questionnaire to the teacher of the group to find some more data to the investigation. It is relevant to find if there are some techniques already applied by the teacher and also to find if the students are familiarized with the dynamics of the activities.

3.3 Population and sample.

The population of this investigation is a group of ten out of fifteen students of a 9th grade group, from Palmares Bilingual High school, located in Alajuela Costa Rica.

3.4 Data collection procedures and tools.

An Action Research is more of a holistic approach to problem-solving, rather than a single method for collecting and analyzing data. Thus, it allows for several different research tools to be used as the project is conducted. These various methods, which are generally common to the qualitative research paradigm, include: keeping a research

journal, document collection and analysis, participant observation recordings, questionnaire, surveys, structured and unstructured interviews.

Chapter IV
Findings

4.1 Data Analysis

Following the procedures that implies the application of surveys, questionnaires and interviews, besides the three techniques chosen for the purpose of this investigation, here are the results, with some analysis and cross over from the results from those different sources of information.

The application of the three different techniques gave the opportunity to compile some data as simple as reading the graphs. At the beginning just by evaluating the students and also applying some observations to the group and the teacher, besides the environment in which the class takes place.

4.1.1 The Teacher and the Group (Observations.)

The teacher acts as a very important subject in the investigation, teachers' personal appearance, voice and respect, were excellent, as well as pronunciation and intonation, the students are accustomed to her dynamic and the delivery of the English class. The students are answering in some poor ways and they need to polish the language, even though teacher's intentions to give the best and the major effort to the students for them to learn as much as possible, here it must be clarified that the time and the constrains the system has, works against most teachers, also there is another aspect to take into account which is the strike in the last period of students of eighth grade, which were affected by two thirds of the whole term. The teacher claims the group is a very good group, among the others, since the students respond to questions, instructions, and comprehension of different topics, but in the observations here is noticed that there is some work to do and some aspects to improve in the group, as well as the class dynamic. The distribution of the class was well performed by the teacher and the students, in general, respond positively to her instructions and also were well behaved during the class.

4.1.2 Students diagnosis

The diagnostic to evaluate the students before the application of strategies, gave a picture of what the scenario is in relation of the ability and the performance of the students. While they were asked to respond to some questions, it was very obvious the lack of management of the language and in a way some of them seem to be embarrassed to speak. In this case just some words of support to the students were needed for them to start to speak. While they were asked to speak about common topics, such the case of their families, just four of them seem to be familiar with the vocabulary, family members, siblings, and topics about them, then, the structure of the sentences, most of them are in need of improvement or in a poor level of management of English while producing the language. Also while they were asked to describe a picture, it was pretty visible the lack of ability to tell what was happening in the picture, the use of complete sentences, and expressing with fluency and good pronunciation. Also they were asked to speak to a classmate, and while they were asked to speak in pairs, it seems to be really difficult to produce English in pairs, the case came with just two pairs doing good, while the rest of the pairs were in need of improvement, and they had a poor level in mayor number.

4.1.3 Survey to Students

This survey reflects the students' feelings while they answer and most of the results per question are even with a positive score of a 100%. The students agreed about a 95% about the importance of learning the language, practice in class and while they are at home using videos and songs. Students express there is good interaction in English while in class and also the teacher gives them the tools and activities to learn the language, on the other hand they also believe it would be good to interact with native speakers in class.

Besides that, a percentage of the students do not use videos or songs to practice the language at home, and they feel that sometimes they are not motivated enough to practice the language on their own time.

4.1.4 Teachers' questionnaire results

According to the results from the teachers' questionnaire, the class involves the speaking skill and the techniques that the teacher uses which are very useful. The teacher considers that the most useful techniques to teach speaking are debates, round tables, talk shows and charades.

The teacher thinks that the technique that gives her better results is charades, because the students enjoy them a lot. It is considered by her that there are less attractive techniques such the case of asking them direct questions in front of the group and asking them to describe an specific situation or picture.

The teacher believes that the speaking teaching techniques are fun for only fifty percent of the class, so most of the students would not be interested on learning with the speaking skill, because most of the time they feel embarrassed to make a mistake while trying to speak in front of the rest of the students.

It is considered by the teacher, that there are enough sources and tools available for the students to learn the language and to improve the speaking skill, but they do not used them, they prefer to spend their time doing something else. Also it is known that the students are not encouraged enough at home to try to speak English.

4.2 Restatement of question and discussion of results

After the application of the different activities and strategies in this action research, it has been found out, that the research questions at the beginning of this

document match exactly the main goal and objective of this research. Through role plays, charades, and table games (activities performed in the classroom) it has been confirmed an improvement of the speaking skill on the students of the chosen group from the Colegio Bilingue de Palmares.

By applying the activities and motivating the students to participate, it can be noticed by the results, that before performing them, only fifty percent of the students were interested in getting involved with the dynamic for the development of the class.

After applying the activities the percentage of students interested on participating, increased to a ninety percent.

Chapter V
Reflections

5.1 Feelings and experiences

It has been a profitable experience to share time with the students and a teacher to make this research, because of the learning of knowledge and experience from a day to day teaching practice reality. Also it has been noticed and take into account all the needs and difficulties students and teachers go through every day to give a better idea of learning process reality, where stress has been found due to time limitations, lack of resources and some other aspects that could be changed in future investigations, like time availability, physical location of the place to investigate, resources availability, student interaction, group availability, students attitude, teacher and institution cooperation due to scheduled compromises.

5.2 Recommendations

It would be taken into account, for future investigations, that more time is needed to plan ahead the investigation, also more time to apply strategies to students, interact with them and get results. Besides that, the educational institution should facilitate all the time and resources to develop the research and complete it in full to achieve the goals and objectives proposed at the beginning. The constrain of time could be related to the general strike the country went through last year, so teachers in general are trying to perform a review of last year program, running against the time.

Chapter VI
Conclusions

6.1 Outcomes

As a result of this project, it is shown the speaking skill needs to be taught with interaction and participation of students, for that reason, teachers must use different strategies and activities that involves authentic material in order to motivate students and to catch their attention. By applying the strategies mentioned in this research teachers could ensure the achievement of different goals when teaching the speaking skill. In some cases students would not be interested in speaking English, that's why teachers have to know all the needs and interests of the students.

6.2 Implications

Some of the issues involved in this investigation are due to the lack of interest and motivation of the students, it is recommended to use the strategies and activities applied in this project to obtain the confidence and trust from the students to be able to develop the class as teachers want to accomplish.

6.3 Strengths

In this section it could be mention as strengths: the teachers collaboration, knowledge and experience, also the facilities source, availability of investigation tools and materials, a valuable guidance from the tutor leader teacher, technological devices articles and books found in different search engines suggested by the tutor.

6.4 Limitations

During the project it was found some topics against the investigation as the class schedule while application of tests, or presentations for the students to deliver. Also there is a lack of the English language knowledge by the students. Besides that, there is not a strong interest in most of students to learn the speaking skill. Other aspects that can be taken into account as limitations could be time and space due to the geographic location of the site where the project was applied.

Chapter VII
Recommendations

7.1 Suggestions

Among the aspects that we considered as more important and relevant suggestions are the following:

- Promote the oral interaction of the students.
- Facilitate resources and technology devices in the campus to students and teachers to improve the speaking skill.
- Motivate students with authentic material which they are familiarized with.
- Create programs to promote values of respect and anti-bulling to encourage students to speak the language with confidence.
- Create appropriate environment for language learning.
- Practice the language with native speakers as much as possible.
- Implement English language conversational workshops.

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Annexes

Sample of the rubric to evaluate the students before and after applying the techniques.

Diagnostic test rubric for students.

Interview:

	The Student can Tell:	Excellent	Good	Needs Improvement	Poor	Very low
1	Talk about your Family?					
2	How many members are there in your Family?					
3	How many siblings do you have?					
4	How old are your family members?					

Table results for Interview. Before applying techniques.

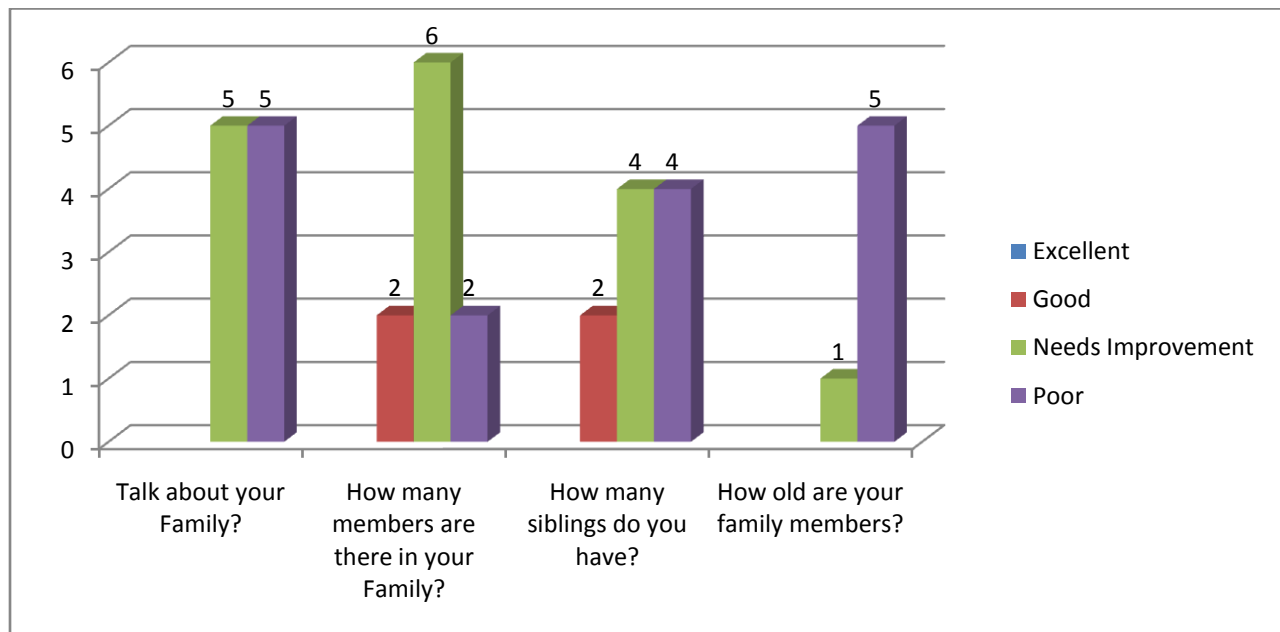|	The Student can Tell:	Excellent	Good	Needs Improvement	Poor	Very low
1	Talk about your Family?			5	5	
2	How many members are there in your Family?		2	6	2	
3	How many siblings do you have?		2	4	4	
4	How old are your family members?			1	5	4

Table results for Interview. After applying techniques.

	The Student can Tell:	Excellent	Good	Needs Improvement	Poor	Very low
1	Talk about your Family?		4	5	1	
2	How many members are there in your Family?		5	3	2	
3	How many siblings do you have?		7	3		
4	How old are your family members?		3	4	3	
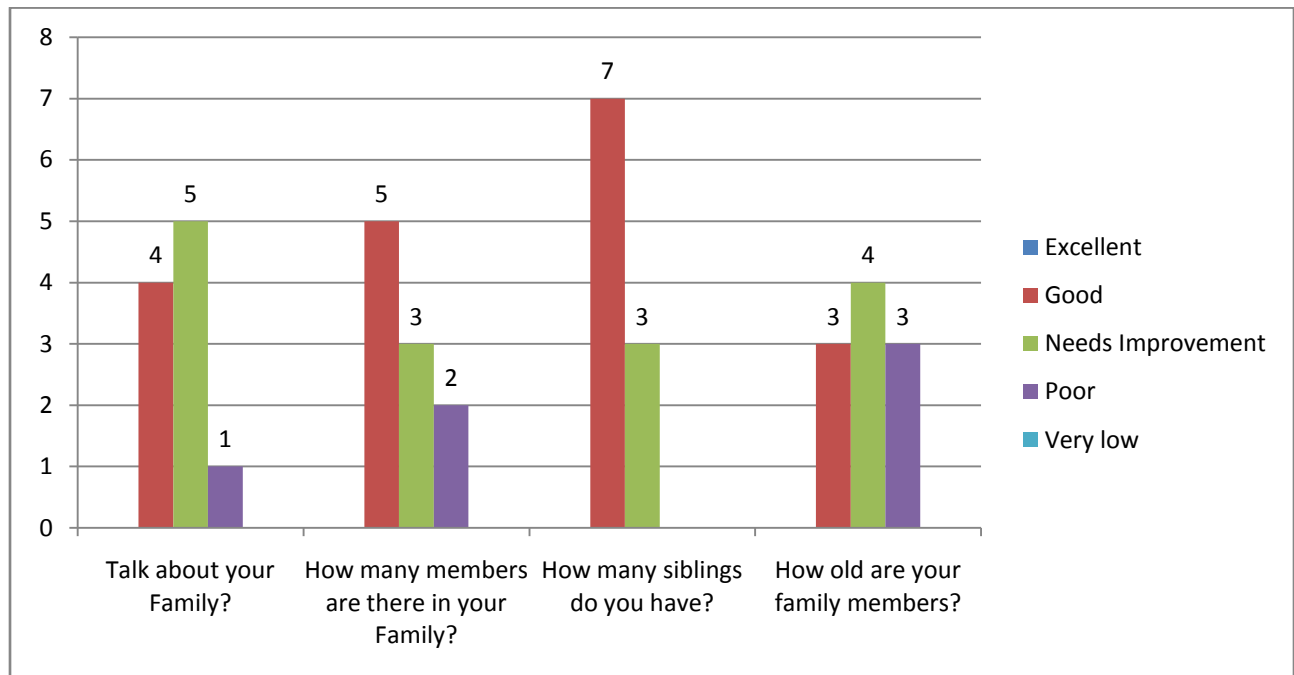
Speech.

Describe the next picture:	Exc.	Good	Needs Improv.	Poor	Very low
Std understood the request					
Std follows the request					
Std uses complete sentences					
Std expresses with fluency					
Std pronunciation is…					

Table results for **Speech.** Before applying techniques.

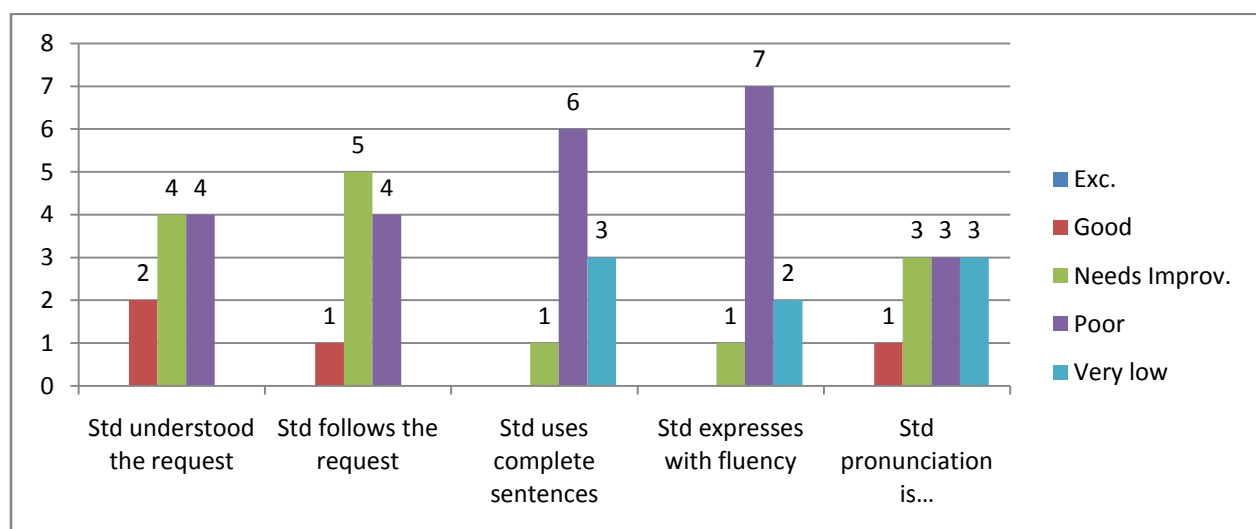| Describe the next picture:	Exc.	Good	Needs Improv.	Poor	Very low
Std understood the request		2	4	4	
Std follows the request		1	5	4	
Std uses complete sentences			1	6	3
Std expresses with fluency			1	7	2
Std pronunciation is…		1	3	3	3

Table results for **Speech.** After applying techniques.

Describe the next picture:	Exc.	Good	Needs Improv.	Poor	Very low
Std understood the request		5	3	2	
Std follows the request	1	4	4	1	
Std uses complete sentences			8	2	
Std expresses with fluency		1	5	4	
Std pronunciation is…		3	3	4	
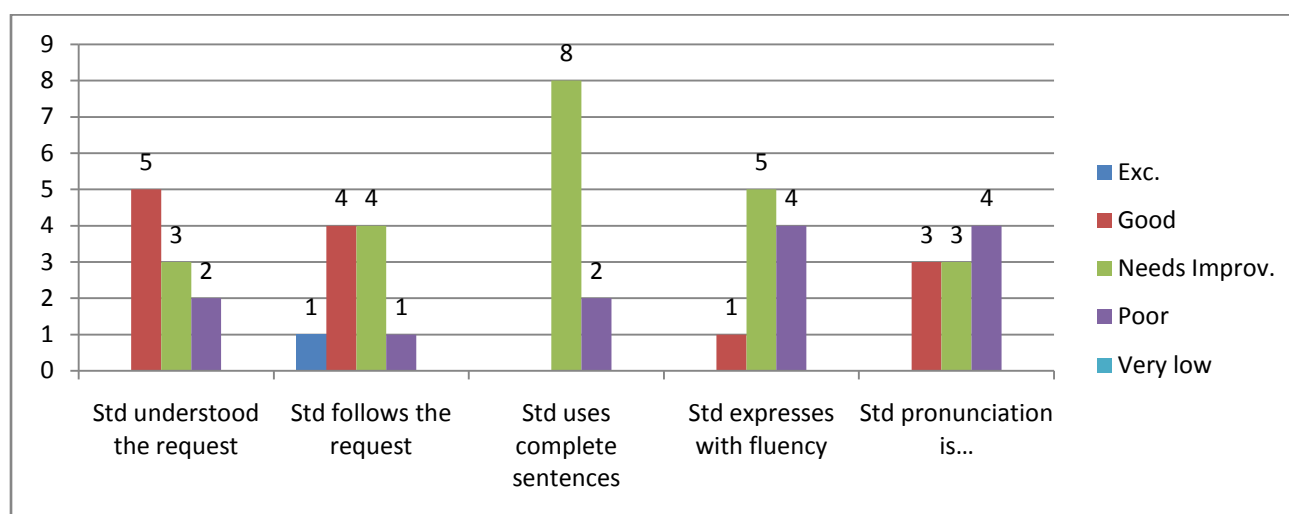
Conversation in Pairs

Possible Questions to use for the conversation in pairs.	Excellent	Good	Needs Improv.	Poor	Very low
What is your opinion about…Learning a second Language					
Where can you find…equipment for practicing sports					
Which do you prefer…playing soccer or swimming? and why?					
When is your Birthdate?)					
What is your favorite famous person in Sports?					

Table results for **Conversation in Pairs.** Before applying techniques.

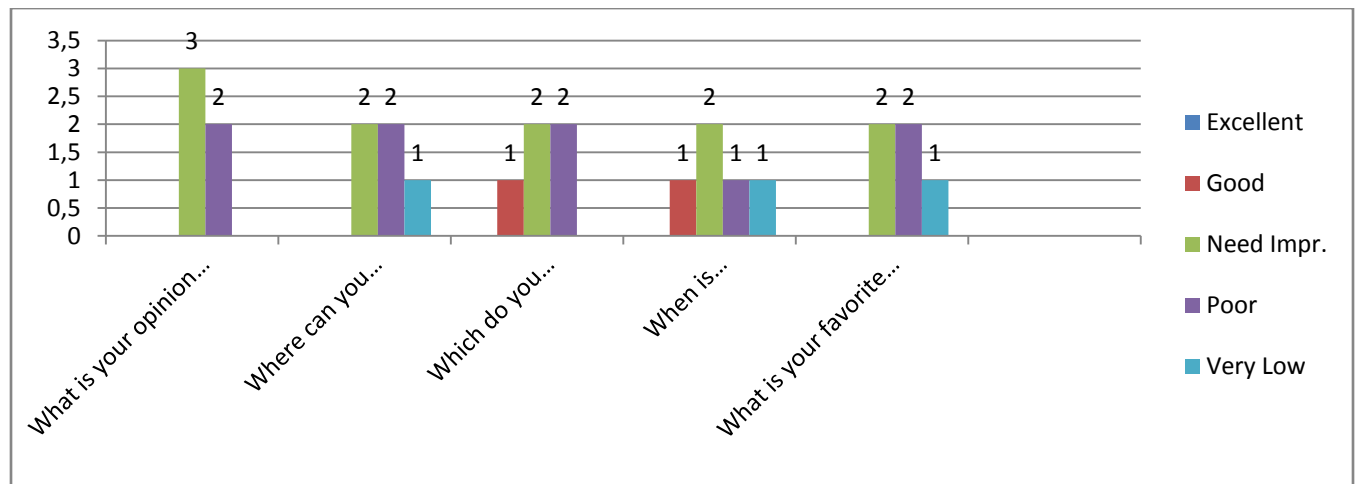|	Possible Questions to use for the conversation in pairs	Excellent	Good	Need Impr.	Poor	Very Low
1	What is your opinion about…Learning a second Language			3	2	
2	Where can you find…equipment for practicing sports			2	2	1
3	Which do you prefer…playing soccer or swimming and why?		1	2	2	
4	When is your…Birthday?		1	2	1	1
5	What is your favorite famous person in sports? and Why?			2	2	1

Table results for **Conversation in Pairs.** After applying techniques.

Possible Questions to use for the conversation in pairs.	Exc	Good	Needs Improv	Poor	Very low
What is your opinion about…Learning a second Language		2	3		
Where can you find…equipment for practicing sports		3	2		
Which do you prefer…playing soccer or swimming? and why?		3	2		
When is your Birthdate?)		3	2		
What is your favorite famous person in Sports?		3	2		
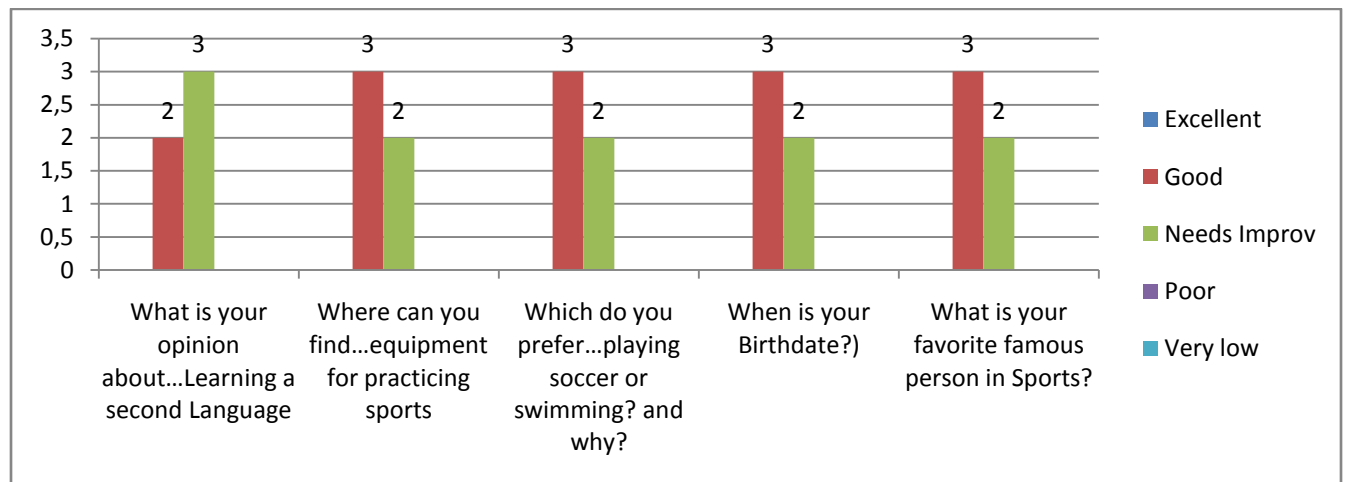
Teacher's Questionnaire

I am requesting you, with all respect, to fill out the following table, about teaching the speaking skill, to help me out completing my University action research project.

Instructions: The following questions are to find out if the teacher uses any techniques to teach the speaking skill, and how he does. Please mark yes or no accordingly.	yes	no
1- Do you teach speaking in your regular classes?		
2- Do you find those techniques to teach speaking useful ?		
3- Which techniques do you consider are the most useful?		
4- Is there one technique you consider gives better results? And why?		
5- Is there one technique is less attractive/interesting for students?		
6- Are speaking teaching techniques fun for the students?		
7- Do you believe students would be interested on learning the speaking skill?		
8- Do you think students like to speak English?		
9- Are there enough sources and tools available to teach speaking?		
10- Are students encourage enough at home to try to speak English?		

Chart #1 Students survey

Student's Survey

I am requesting you, with all respect, to fill out the following table, about learning the speaking skill, for me to be able to complete my University action research project.

|	Questions to students	Yes	No	%
1	Cree usted que es importante aprender cómo hablar el idioma Inglés? Do you think is important to learn how to speak English?	10	0	100
2	Le gusta a usted practicar conversación en Ingles en el salón de clase? Do you like to practice speaking English in the classroom?	9	1	90
3	Es usted alentado a practicar ingles en su casa? Are you encouraged to practice English at home?	9	1	90
4	Su profesor lo alienta a hablar Inglés en clases? Does your teacher make you speak English during the class?	10	0	100
5	Practica usted Ingles usando videos y canciones en su casa? Do you practice speaking English using videos or songs at home?	8	2	80
6	Cree usted que su profesor usa las técnicas correctas para motivar a los estudiantes a hablar Inglés? Do you think your teacher uses the right techniques to motivate students to speak English?	10	0	100
7	Se siente motivado lo suficiente a aprender, cómo hablar Inglés? Do you feel motivated enough to learn how to speak English?	9	1	90
8	Durante la clase, hay suficiente interacción oral en Inglés? Is there enough oral interaction in English during the class?	10	0	100
9	Le gustan a usted las actividades en el salón de clase en las que tiene que hablar Inglés? Do you like activities in the classroom in which you have to speak English?	8	2	80
10	Cree usted que la interacción con personas nativas de habla inglesa ayuda en el salón de clase? Do you believe it is helpful to interact with English native speakers in the classroom?	9	1	90

Graph #1 Students survey
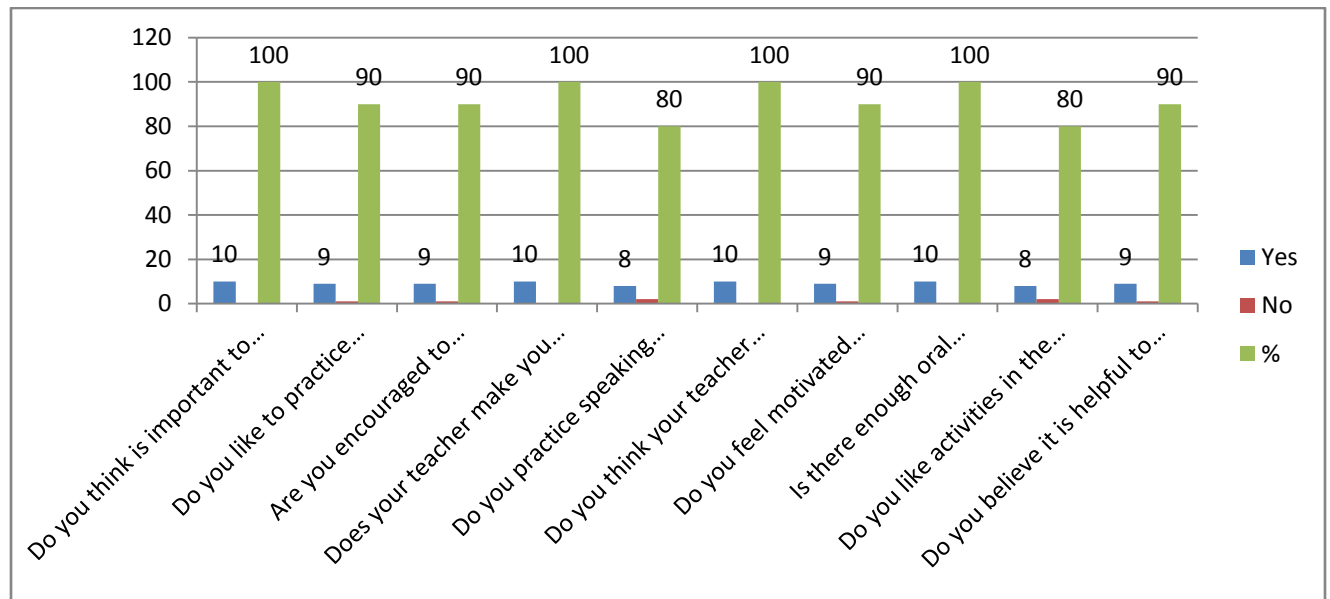
Chart #2 Teacher Questionnaire

	Question to the teacher:	Yes	No
1	Do you teach speaking in your regular classes?	X	
2	Do you find those techniques to teach speaking useful ?	X	
3	Which techniques do you consider are the most useful?		
	Role Plays 5 /Discussions 2 /Videos 2 /debates 1 /Charades 1		
4	Is there one technique you consider gives better results? And why?	X	
5	Is there one technique less attractive / interesting for students?		X
	Asking them questions		
6	Are speaking teaching techniques fun for the students?		X
7	Do you believe students would be interested on learning the speaking skill?		X
8	Do you think students like to speak English?		X
9	Are there enough sources and tools available to teach speaking?	X	
	There are many resources but they do not use them		
10	Are students encouraged enough at home to try to speak English?		X

Teacher's observations chart

Aspects to observe in the teacher	Excellent	Good	Need Impr.	Poor
Personal appearance				
Use of voice				
Gives clear instructions to students				
Speaks in English to students				
Teacher motivates students to speak English				
Teacher uses good strategies to teach speaking				
Teacher has good pronunciation and intonation				
Teacher uses authentic materials				
Treats students with respect				
Teacher uses technological devices to teach speaking				

Group Observations Chart.

	Topic to observe	Excellent	Good	Need Impr.	Poor
1	Students behavior				
2	Stds. Follow T. Instructions				
3	Stds. Answer all questions T. ask them				
4	Stds. are willing to participate in the activities				
5	Stds. are excited to work in pairs or groups				
6	Stds. understands all instructions				
7	Stds. demonstrates English comprehension				
8	Stds. pays attention to Mobile phones.				
9	Stds. uses Mobile as tool for the class				
10	Stds. asks questions to T. for word meanings				
11	Stds. enjoy T. **teaching techniques** for the class.				