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**English Interaction in the Development of the Speaking Skill in El Ceibo High School and
Santa Rosa High School.**

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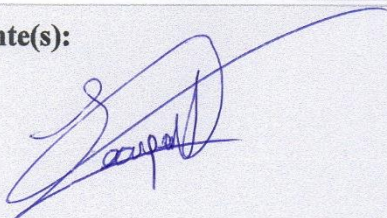
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Abstract

The following thesis was based on the English interaction in the development of the speaking skill in El Ceibo and Santa Rosa high schools. The problem under investigation was to find out how the students' English interactions are in their English classes. The participants were adult students from 23 to 48 years old. The findings indicated that adult students' emotions influenced their oral interactions with the target language. Another finding was that students had more interest to participate in group speaking activities that were based on games. Some of the conclusions that emerged in the investigation were that there were fewer speaking interactions between learners in the classroom. Some contextual factors affected the English interaction among the students. For example, emotions, and time. Also, the teacher implemented enjoyable activities for students that attempted to promote oral practice in classes. Based on the previously mentioned, some recommendations were addressed to the teacher, both high schools and the Ministry of Public Education.

Resumen Ejecutivo

La siguiente tesis fue basada en la interacción del inglés en el desarrollo de la habilidad del habla en los colegios de El Ceibo y Santa Rosa. El problema bajo investigación fue el encontrar como son las interacciones en inglés de los estudiantes en sus clases de inglés. Los participantes fueron estudiantes adultos desde los 23 hasta los 48 años de edad. Los resultados indicaron que las emociones de los estudiantes adultos influenciaron sus interacciones orales con el idioma objetivo. Otro resultado fue que los estudiantes tuvieron más interés en participar en actividades orales grupales que fueron basadas en juegos. Algunas de las conclusiones que surgieron en la investigación fueron que hubo pocas interacciones orales en medio de los alumnos en la clase. Algunos factores contextuales afectaron la interacción del inglés en medio de los estudiantes. Por ejemplo, emociones, y el tiempo. Además, el profesor implementó actividades disfrutables para los estudiantes que intentará promover la práctica oral en clases. Basado en lo previamente mencionado, algunas recomendaciones fueron dirigidas hacia el profesor, ambos colegios, y el Ministerio de Educación Pública.

Acknowledgment

First, I would like to thank God to guide me and give me all the strength, and the knowledge to start and complete this project. Also, I thank my family for supporting me through this final project. I would like to express my gratitude to the teacher and the students from both educational institutions for allowing me to apply this investigation. Finally, I would like to thank M. Ed Roberto Arguedas Zuñiga for his support and help from the beginning of the thesis and throughout the process.

Dedictory

I dedicated the thesis to my parents, and to my brother and my sister who were always for me with patience, love, and supporting me in the difficult times for these last eight months.

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CHAPTER I
INTRODUCTION

1.1 Introduction

Since the beginning of humanity, human beings always have had the instinct to interact with others and communicate with each other. Through many centuries, using languages to speak with others has been essential in surviving and for the evolution process of ancient societies, including 21st-century society. Nowadays, learning more than one language is not a luxury; it is a necessity and English has the protagonist role this time. However, it is not easy to teach and develop the active skills needed to use English as a Foreign language. The speaking skill is the most difficult ability to develop in the English learning process. As mentioned in *An Analysis of Factors Influencing Learners' English Speaking Skill*, “learners’ feeling of stress and anxiety stop their language learning and performance abilities” (Mei and Masoumeh, 2017, p. 38). Also, Mei and Masoumeh (2017) declared that, “the high anxiety lowers the learners’ speaking performance” (p. 38). Besides, in countries where English is not the native language it becomes harder for students to practice this productive skill. Costa Rica is an example of that. Despite this changing throughout the years thanks to tourism, there are still locations in the country where English interaction is none.

Across the nation, bilingual people prefer to speak in Spanish instead of English every day. Another important factor is the absence of the use of English-spoken interaction in the classes. Regardless of the teacher, there are students whose only opportunity to use the language is in the classroom and there are also students who do not practice English inside or outside of the classes. Additionally, the age of the learners plays a relevant role. The following thesis is about an observation of students’ use of speaking skills in English interactions in the learning process of English as a Foreign Language (EFL).

1.2 Problem Statement

Although young students have been learning the language for more than five years, domain of language fluently is not expected when they graduate from high school. The same situation is occurring in adult classes across of the country, and it is affecting the future of each student, creating limitations on their possibilities to get a job, or communicating with others in work environments. One of the many approaches to learning a new language is by interacting with others who speak the target language. This process is the natural acquisition process of learning that every human makes when they are learning their mother tongue. Nonetheless, in Costa Rican educational system there are problems in English classes related to these spoken interactions. Students do not speak the target language by themselves. They prefer to speak in their mother language instead of practicing the target language, English in this case. Based on the previous information, the problem statement is: How are the English interactions that students have in their classes?

1.3 Justification

The main goal of the investigation is to research and find the student's interactions in the target language and discover their level of speaking while they interact. Moreover, the objective is to develop this difficult skill in learners, as due to the geographical conditions, they do not engage in any interaction during the conversational English classes. Furthermore, the results of this project can reveal data about students' performance in speaking activities and would be useful for their feedback to improve their skills.

1.4 Hypothesis

The study of observing students' English interaction in activities, exercises, and their learning environment, related to the speaking skill can contribute to developing more interactions in the target language naturally by learners without the teacher's encouragement, and can improve learners spoken performance in English.

1.5 Objectives

1.5.1 General Objective

- a) To analyze how oral interactions influence the development of the speaking skill among adult EFL learners at El Ceibo High School and Santa Rosa High School in the second quarter of 2023.

1.5.2 Specific Objectives

- a) To describe students' oral interactions in the target language during English classes.
- b) To describe the activities used to promote the development of the speaking skill in the target language.
- c) To identify contextual factors that influence English interaction among learners.

1.6 Scopes and Limitations

1.6.1 Scopes.

The investigation was created with the purpose of answering the research questions. The scope of the study focused on the communicative interactions that adult students might have in English from 23 to 48 years old in El Ceibo and Santa Rosa High Schools. Also, it focused on students' exercises of their speaking skills in the classroom, and the research focused on the factors that influence English interactions among adult students. The investigation helped to discover how developed the English interaction was in these English classes.

1.6.2 Delimitations.

At the beginning of the study, there were some difficulties to delimit the population and the sample due to there were various schedules and emerged changing situations that made the task more complicated to delimit a workable sample. Another delimitation was that the study examined the next students' speaking interactions with the target language in English classes: individually, in pairs, and in groups. Further, the research investigated specific oral activities such as oral presentations, English conversations, and educational games. Finally, the investigation found the following factors that influence the students' English interactions: emotions, time, age, and location.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 Theoretical Framework

In the English learning process, it is relevant to develop speaking skills due to it being one of the most difficult skills to make progress by EFL learners. As stated for Derakhshan, Khalili, and Beheshti (2016), EFL teachers must take responsibility for making research to form a basis for successful speaking. Despite the amount of research that currently exists, the research suggests that it needs more investigation to implement solutions for teachers to apply better techniques for learners. Moreover, the speaking skill has an important role in the modern world. As mentioned by Rao (2019), teachers should have a special interest to work on this particular skill. Choosing the appropriate material according to the learner's level of the language, fostering speaking to students, and following the teacher's pieces of advice to improve in their speaking is part some that teachers must do to achieve the learner's improvement.

Another paramount statement that Rao (2019) stated was that "Also, the learners have to create situations themselves to speak not only in the classroom but also outside the classroom" (p. 16). Hence, the significance of the development of the speaking skill in students that practice outside of the normal classes. However, this is a complicated task. As Nuraini (2016) described, some difficulties that learners experience through the teaching speaking process:

It is not only related with the learners' factor but also about context outside. In the internal aspects, the problems occurred are related with native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. The points of those problems are related with condition of the learners. In the external problems are teaching speaking at large class and learners' autonomy. (Nuraini, 2016, p. 13)

Learner autonomy is necessary to be developed in learners to accomplish the main objective of learning. According to Nguyen, et al. (2022), proved that EFL teachers recognize learners' autonomy as one of the most important keys to accomplishing the English learning goal. Also, they highlight the role of the learner's autonomy to increase the learner's awareness in their process of learning. Learners' autonomy during these times of isolation through the pandemic has been vital to students' acquisition and improvement of the language. As shown for Adickalam and Yunus (2022), found in the investigation "two main factors: physiological and environmental factors that impede the learning of speaking skills among these learners. Using technology in teaching and learning has a positive effect and experience for both teachers and learners" (p. 1153). Further, modern advances in technology can boost speaking development. Adickalam and Yunus (2022), said the following:

Most of the reviewed research found that speaking can be taught online or in a traditional classroom setting, and there is a lot of evidence that shows improvements in speaking proficiency. There are many ideas to adapt and a wide range of applications to choose from, as well as resources both in your area and around the world. There are also a lot of selfaccess and interactive activities that you can do on your own and through the world wide web. (p. 1153)

Analyzing the information presented demonstrates the difficulty of teaching speaking skills to learners and the importance of practice inside and outside of the classroom. Using new applications and technological tools can be beneficial for learners speaking progress outside of the daily classes. Besides, the Internet had a relevant role in education, but it took more importance when the pandemic situation occurred. As Reglitz (2020), mentioned:

When lockdowns were imposed to contain the spread of the SARS-CoV2 virus, education provision moved online. The government recognized that this posed a problem for those who had no Internet access. It responded to this ‘digital poverty’ by promising provision of Internet access through local authorities via G4 Wi-Fi hotspots and digital devices for disadvantaged pupils. Universities also moved teaching and tutoring online, which created problems for those students without any or adequate Internet access. In lockdown, most people are only able to work if they can do so online. (Para. 3)

Nowadays, teachers and students around the globe are still educating themselves through online classes. Thanks to this change, many learners are willing to use new strategies with technology to boost their practice and learning of the language. According to Lestari (2019), “Video blogging offers a richer experience than the sites with blogging in the form of text, because it combines video, sound, pictures, and text, increase the information content, and emotions which are shared with other internet users.” (p. 90). Video blogs are an example of one strategy that combines technology and the internet, fostering speaking development in students by themselves.

As stated by Kahler, Jacobs, Raftery and Ditnes (as cited in Lestari, 2019), “students are accustomed to watching videos for their classes and coursework in colleges and universities; 68% of students report that they watch videos in their classes.” (p. 92). Furthermore, Harmer (as cited in Lestari, 2019) proposed an interesting statement:

A video could be supplied simulations, not only because it could give feedback when students could be watched and evaluate performances, but also because the presence of the video helped to make students feel more realistic. It means video in nowadays today

is teachers can use a video because it is short or simple and also easy support in teaching and learning process. (p. 92)

A tool like the Video blog can enhance teaching to students, including speaking skills.

Lestari (2019) stated the following:

Based on the results and discussion above, it can be concluded that the use of video blog as the learning media to help students' in improving speaking skill is effective because its usage has many advantages compared to its disadvantages, as for the existing challenges, it could be anticipated and solved by each student. (p. 99)

Another conclusion that Lestari (2019) reached is related with Video blogs, they can improve students' understanding in aspects such as knowledge of the culture, accents, vocabulary, pronunciation, and grammar. Also, students can use the tool to practice their speaking skills and they have a variety to choose from. This can help them with their needs. Lestari (2019) concluded, "This research proved that students' perspective on the use of video blog to improve speaking skill are positive while the strategies that used were various based on the results of the data explained above" (p. 99). It is paramount that teachers can give students opportunities to use these technological tools to improve and practice their speaking skills inside the classroom. As mentioned by Leong, & Ahmadi (2017):

Learners need a lot of practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness. Teachers can use short questions and short dialogues in the classrooms to develop their students' speaking skill (p. 35)

Additionally, there is much emphasis on speaking skills due to the difficulty that shows in younger and older students' oral practices, mostly on English. As Leong, & Ahmadi (2017) stated:

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. (p. 35)

Speaking development is so necessary for English learners because it is the first skill that human beings start to use in an attempt to communicate ideas, desires, or concerns. Further, there are conventional techniques that would not promote communication in the target language.

Richards and Rodgers (as cited in Leong, & Ahmadi, 2017) mentioned the following:

In the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance. (p. 35)

Besides, learners often are affected by other factors in their speaking progress. Tuan & Mai (as cited in Leong, & Ahmadi, 2017), said:

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners'

speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks. (p. 37)

Moreover, it is relevant to know that speaking performance activities using the application of new technologies do not exclude adult students. Pop, Tomuletiu, & David (2011) found in their research:

Motivation, which was the targeted outcome of our study, relates to engaging students but also includes confidence building. On the whole, there was an overwhelmingly positive response to the virtual asynchronous speaking, students becoming excited and proud to see themselves on the Internet. (p. 1202)

As Pop, Tomuletiu, & David (2011) demonstrated in their research, older students can increase their speaking skills using innovative tools and find good results of possible issues that may occur in students' speaking performance. "For adult students fluent speaking is one of the most important yet most difficult skills to form due to many reasons, ranging from interest and lack of confidence, to lack of basic knowledge and fear of face-loss while communicating." (Pop, Tomuletiu, & David, 2011, p. 1200)

All the recollected information supports the importance of development, interaction, and progress that each student needs, including adult students, to improve their speaking skills. Using appropriate methods that promote speaking interactions and technological activities may boost students' English interaction in the classrooms.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Research Method

For the sake of the investigation, the research method chosen is inductive. As Soiferman (2010), mentioned:

Induction is moving from the specific to the general, while deduction begins with the general and ends with the specific; arguments based on experience or observation are best expressed inductively, while arguments based on laws, rules, or other widely accepted principles are best expressed deductively (p. 3)

This research method goes hand in hand with the purpose of this observation in English classes for adults. The reason is to find the level of the target language in speaking skills through collecting data and formulating and comparing hypotheses. Therefore, a new proposal or theory can be created based on the data recollected.

3.2 Type of the investigation

The type of investigation for the current thesis is descriptive. As shown by Davis (2019), “Descriptive research aims to accurately and systematically describe a population, situation or phenomenon.” (Para. 4) This definition fits perfectly with the main objective of this research.

3.3 Research Approach

The investigation follows a qualitative research approach. As stated by Bhat (n.d.), the definition of qualitative research is a method whose main objective is to focus on collecting data through a variety of tools related to conversations or open-ended communication. The data collected and analyzed are non-numerical (such as texts, audio, or videos.) The qualitative

method is usually used to comprehend a population's beliefs, experiences, interactions, attitudes, and behaviors.

This method is designed to reveal the perception and behavior of a target audience on a particular topic. The results of qualitative research are descriptive, and the inferences can be drawn from the data obtained. Further, several types of qualitative methods exist, for example, interviews, focus groups, content analysis, ethnographic research, case studies, and questionnaires or surveys.

3.4 Sources and subjects of information.

3.4.1 Sources

The main sources of information are the 36 adult students from El Ceibo High School, 47 adult students from Santa Rosa High School, and the English teacher who guides these students in their classes. The first educational institution has 20 females and 16 males, the second educational institution has 28 females and 19 males. All students ages vary from 23 to 48 approximately. This data is recollected with instruments as questionnaires and an interview. These results allow the researcher to know with a better perspective the English-level speaking that students practice.

3.4.2 Subjects

The subjects for the thesis are the students who receive English classes for adults in a small high school located in the rural location called El Ceibo, Buenos Aires, Puntarenas. Further, some adult students who receive English classes from Santa Rosa High School, located in Santa Rosa, Buenos Aires, Puntarenas.

3.5 Variables

In many investigations, there are several variables to consider before applying the instruments to obtain information, make an analysis of the data, and create conclusions from the results obtained. Some of the variables to contemplate are conceptual variables and operational definitions. “A conceptual definition tells you what the concept means, while an operational definition only tells you how to measure it” (Davis, 2021, para. 1). In this investigation, there are some conceptual variables like oral performance, emotional and social factors, and learner autonomy. On the other hand, the questionnaire and the interview are the operational variables in the research that will measure the data recollected to analyze students’ performance, students’ interaction, and the factors that can affect learners at the English-speaking level.

3.6 Population and sample

3.6.1 Population

The population for this research is the students from Education for Adults that study English classes at El Ceibo High School, in Buenos Aires, Puntarenas, and Santa Rosa High School, located in Pérez Zeledón, San José.

3.6.2 Sample

The participants are coursing the seventh grade, eighth grade, ninth grade, and eleventh grade. There are seven groups, 7-1, 7-2, and 8-1 from El Ceibo High School. Two seventh grade groups with six students each group, (one with two females and four males, and another with five females and one male), and the eighth-grade group with 10 students (six females and four males). 9-1, 9-2, 11-1, and 11-2 from Santa Rosa High School. Both ninth grade groups with seven and eight students (first group with five females and two males, and second group with seven females and one male), and two groups from eleventh grade with eleven and seven

students (three females and eight males for the first group, and four females and three males for the second group) from Santa Rosa High School. The groups are small because the adult population has other responsibilities such as jobs, families, etc... Hence, there are not many students in classrooms. These learners mobilize using their resources to arrive at classes.

3.7 Instruments

As mentioned earlier in this chapter, the researcher is going to apply a questionnaire for the students using Google Forms platform. All the questions look for qualitative data. Then, there is an interview for the teacher of the group to recollect more information from a different point of view. Both instruments have the same objective: obtaining information about students' speaking level in English from the teacher and learners.

3.7.1 Questionnaire

The definition of questionnaire is “a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts.” (Bhat, n.d., para. 1-2). This instrument is truly useful to recollect a larger amount of data with huge possibilities to find various answers to accomplish a common goal. For example, many companies use questionnaires to evaluate if they need to improve aspects of the products or services given.

3.7.2 Interview

According to Sincero (2012):

A personal interview survey, also called as a face-to-face survey, is a survey method that is utilized when a specific target population is involved. The purpose of conducting a personal interview survey is to explore the responses of the people to gather more and deeper information. (Para. 1)

An interview is going to help the research to further understand the English-speaking level of the learners through the responses of the teacher. Also, these interactions between the researcher and the teacher will create an opportunity to obtain more data about the teaching and learning processes.

CHAPTER IV
ANALYSIS RESULTS

4.1 Data. (Analysis of the questionnaire)

Question 1: *I can use English to read in classes.*

The first question provided evidence that 45% (10) of the students from El Ceibo High School could use English to read in the classroom while 55% (12) could not. In case of Santa Rosa High School, 73% (24) of the students were able to read in English in classes while 27% (9) of them were not able to do it.

Question 2: *I can use English to write in classes.*

Results indicated a marked difference in both groups. 32% (7) of El Ceibo learners could write in English in classes while 68% (15) could not write in the target language, and 67% (22) of Santa Rosa's learners were able to write in English while 33% (11) were not able to do it.

Question 3: *I can use English to listen in classes.*

This question revealed an increase in negative answers. 86% (19) of groups from El Ceibo answered negatively towards the question while 14% (3) answered the opposite. Santa Rosa's groups presented 85% (28) of the negative answers, and 15% (5) of them were positive.

Question 4: *I can use English to speak in classes.*

The answers indicated an association with the last question due to El Ceibo group possessed 91% (20) of negative responses, and only 9% (2) were positive responses. Also, Santa Rosa showed similarities. 91% (30) were negative results while 9% (3) were opposite results.

Question 5: *I can speak English with my classmate in classes.*

The results indicated a correlation with questions three and four because 100% (22) of El Ceibo students answered they could not speak English with their classmates in classes. 100% (33) Santa Rosa's students responded the same question negatively.

Question 6: *I can speak English with my teacher during English classes.*

The finding showed a tendency because both groups (El Ceibo group and Santa Rosa group) revealed 100% of negative answers. (22 and 33 students, respectively)

Question 7: *I can speak English spontaneously with other English speakers outside of classes.*

The data showed a pattern due to both groups (El Ceibo and Santa Rosa) indicated 100% (22 and 33 students, respectively) of negative results.

Question 8: *I can speak English with my teacher outside of English classes.*

The results supported the idea of a pattern in the last three questions. Both groups (El Ceibo and Santa Rosa) have 100% (22 and 33 students, respectively) of negative answers.

Question 9: *I can feel nervousness when I try to speak English.*

The data showed a variation in the answers. El Ceibo and Santa Rosa groups have 100% (22 and 33 students, respectively) of positive answers.

Question 10: *I can feel insecurity when I try to speak English.*

The findings indicated a relationship of similarity with the previous question. El Ceibo and Santa Rosa group presented a 100% (22 and 33 students, respectively) of positive responses.

Question 11: *I can feel anxiousness when I try to speak English.*

This question showed a correlation with questions 9 and 10 because both groups (El Ceibo and Santa Rosa) demonstrated 100% (22 and 33 students, respectively) of positive results.

Question 12: *I can express my ideas clearly when I interact with others in English.*

The responses have a slightly difference with the previous three questions. El Ceibo group indicated only 9% (2) with positive answers while 91% (20) showed the opposite. Besides, Santa Rosa group expressed the same results with 9% (3) agreed with the question, and 91% (30) disagreed with the question.

Question 13: *I can speak English with others if they repeat at me at a slower rate.*

The data from the question revealed an increase in positive answers compared with the previous question. 32% (7) of El Ceibo's learners agreed with the question while 68% (15) thought the opposite. On the other hand, Santa Rosa group answers showed a decrease in negative answers compared to El Ceibo group. 48% (16) of the answers were positive and 52% (17) of the responses were negative.

Question 14: *I can communicate in an English conversation on a basic level.*

The following results provided an understanding of students' English speaking level. 9% (2) of El Ceibo students answered they can communicate on a basic level while 91% (20) answered the opposite. Santa Rosa students expressed 12% (4) of positive responses and 88% (29) of negative responses.

Question 15: *I can interact in an English conversation on a medium level.*

This question showed an influence from the question 14 due to most of the answers were negative. 100% (33) of El Ceibo group disagreed with the question while Santa Rosa group only 3% (1) of the students answered positively. The 97% (32) remaining answered negatively.

Question 16: *I can express fluently in an English conversation on an advance level.*

In this question, 100% (22) of El Ceibo group and 100% (33) of Santa Rosa group indicated a correlation in their answers, both negatively. These findings confirm the presence of a pattern, including the previous question.

Question 17: *I can answer questions orally made by the teacher.*

The next question showed a variation when 9% (2) of El Ceibo learners responded they could answer oral questions while 91% (20) did not think the same. Only 15% (5) Santa Rosa learners answered positively, and 85% (28) of the students' responses were negatively.

Question 18: *I can participate in oral activities planned by the teacher.*

The following results demonstrated a potential decreasing compared to question 17. 86% (19) of learners from El Ceibo marked the negative option while 14% (3) marked the positive option. Santa Rosa showed a similar behavior when 79% (26) of the students answered they could not participate in the oral activities while only 21% (7) answered they could participate in those kinds of activities.

Question 19: *I can talk in an English conversation about everyday activities, routines and general topics.*

The answers for this question reveal an increasing of the tendency. 91% (20) of students from El Ceibo were negative and 9% (2) were positive. In case of Santa Rosa students, 91% (30) disagreed with the question while only 9% (3) agreed.

Question 20: *I can use English in a conversation spontaneously about an academic topic.*

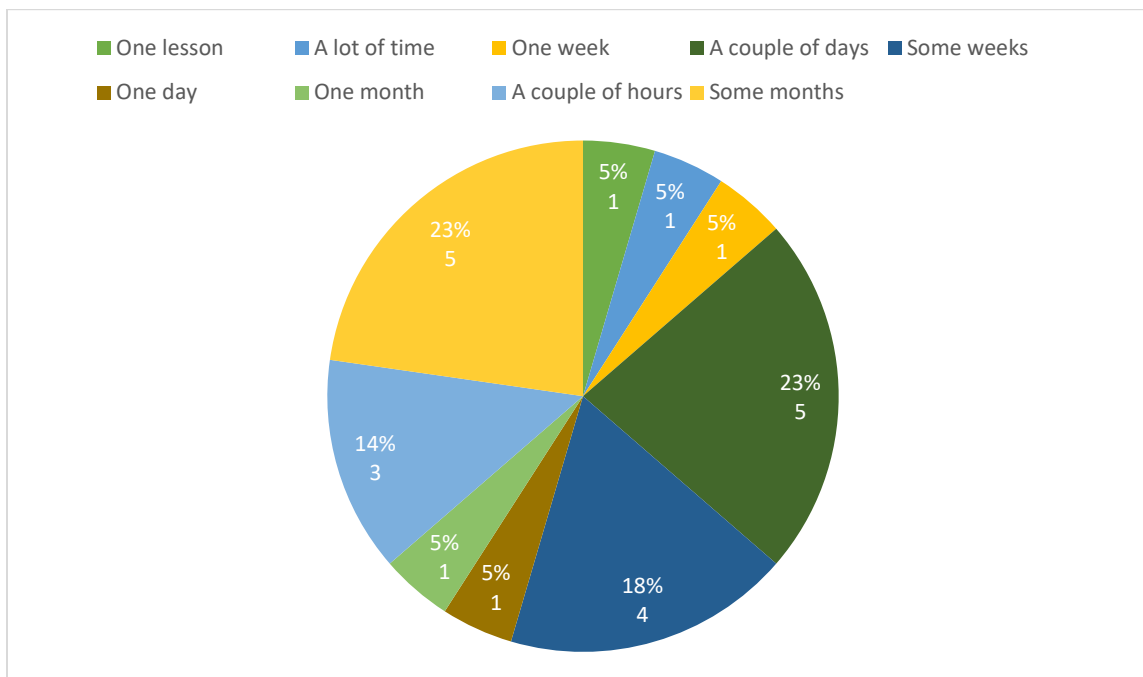
The responses from El Ceibo and Santa Rosa groups were 100% negative responses. (22 and 33 students, respectively)

Question 21: *I can express using a broad vocabulary in an English conversation.*

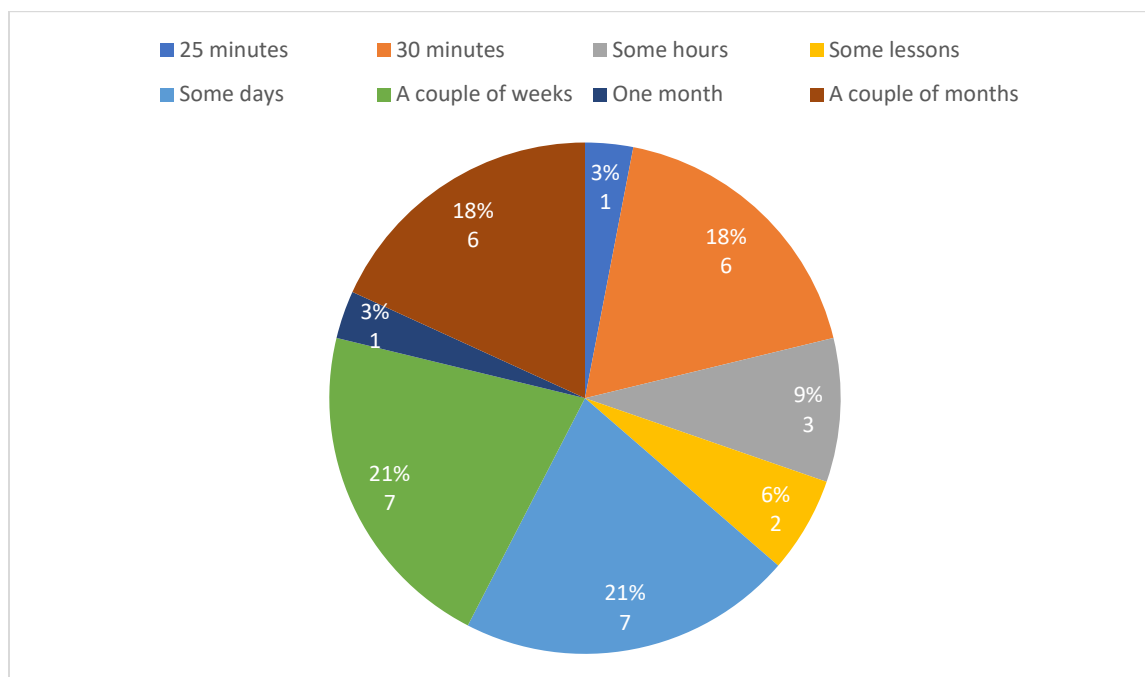
100% of the answers from both groups (El Ceibo and Santa Rosa) were negative. (22 and 33 students, respectively) These results showed a pattern that occurs in the last question.

Question 22: *I would need time to prepare myself before I can interact with someone in English.*

Both groups (El Ceibo and Santa Rosa) presented 100% (22 and 33 students, respectively) of positive responses. The data from this question highlighted the importance of giving the students their time to prepare before an English speaking interaction.

Figure 1.*How much time would you need?*

Note. Data collected from questionnaire applied by the researcher to three groups in El Ceibo High School.

Figure 2.*How much time would you need?*

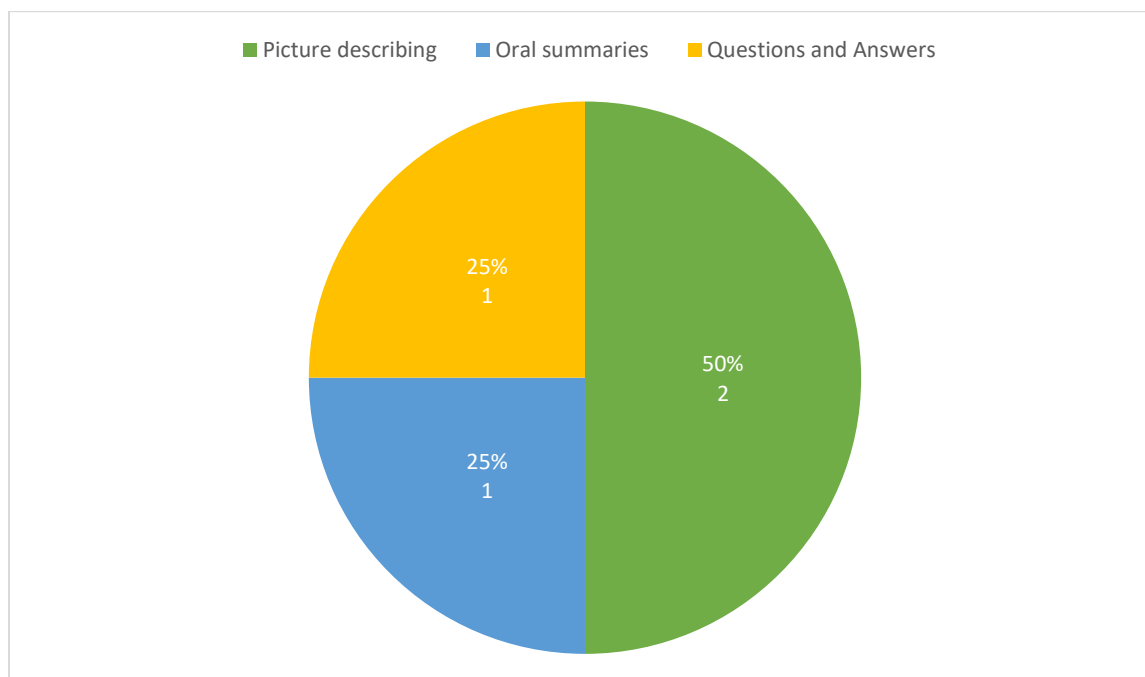
Note. Data collected from questionnaire applied by the researcher to four groups in Santa Rosa school.

Question 23: *I can participate in individual activities that develop English speaking implemented by the teacher.*

The findings provided evidence of less participation than expected. 18% (4) of students from El Ceibo participated in individual activities while 82% (18) did not. In Santa Rosa High School, 21% (7) of the learners participated on the activities mentioned before, and 79% (26) did not participate in individual activities.

Figure 3.

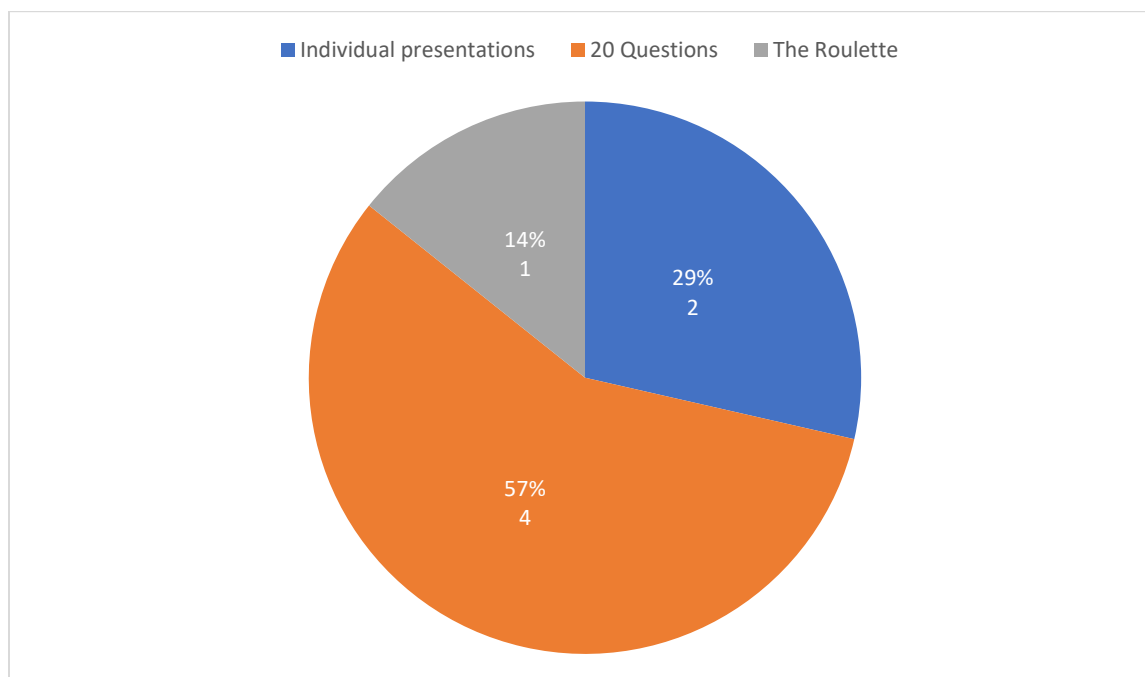
What kind of individual activities does the teacher implement in classes?



Note. Data collected from questionnaire applied by the researcher to three groups in El Ceibo High School.

Figure 4.

What kind of individual activities does the teacher implement in classes?



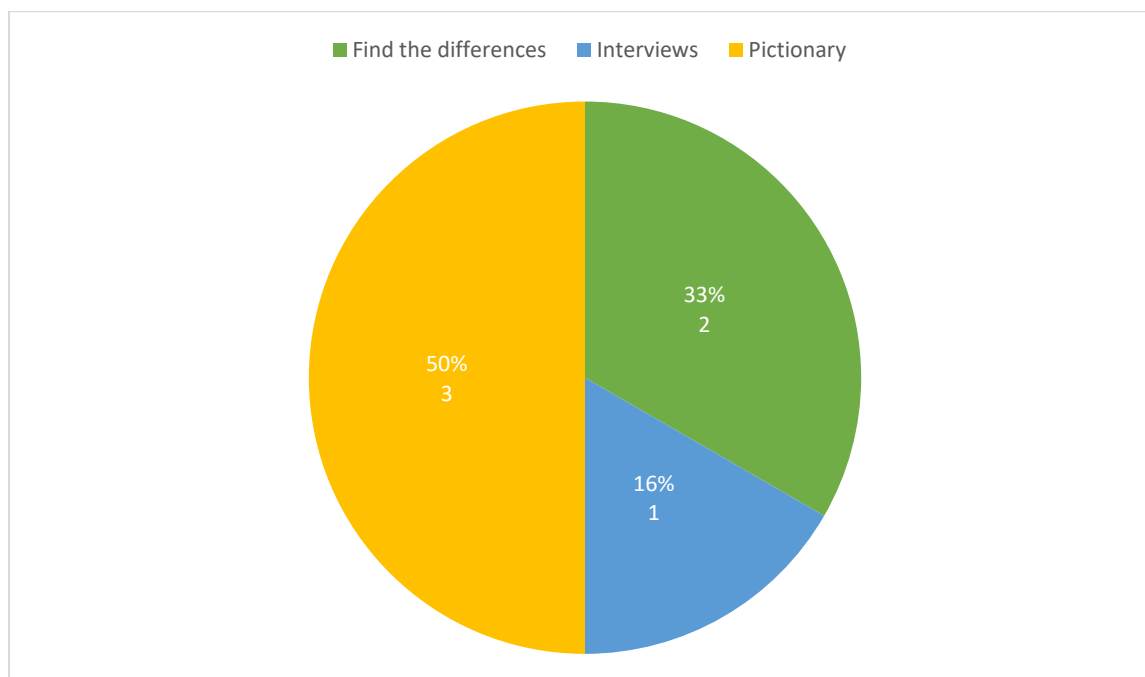
Note. Data collected from questionnaire applied by the researcher to four groups in Santa Rosa High School.

Question 24: *I can participate in activities in couples that develop English speaking implemented by the teacher.*

These responses indicated an increase in the positive answers. 27% (6) of the responses were positive from El Ceibo group and 73% (16) of the responses were negative. Santa Rosa group revealed an increase of 30% (10) in their positive answers while there were a 70% (23) of negative answers.

Figure 5.

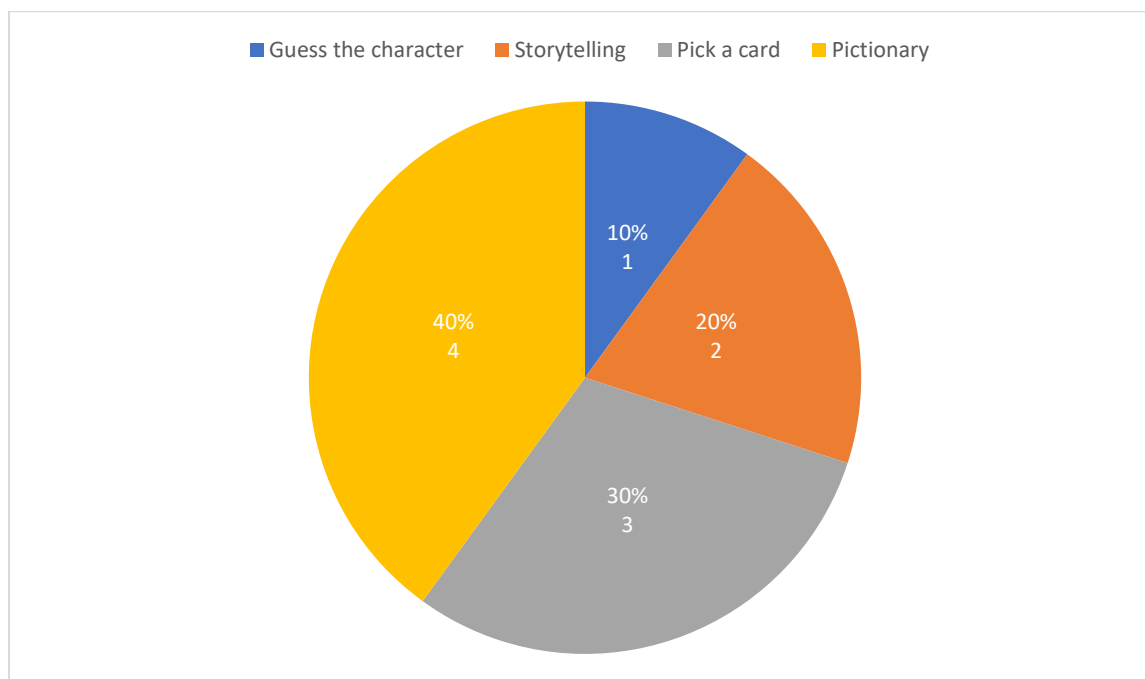
What kind of activities in couples does the teacher implement in classes?



Note. Data collected from questionnaire applied by the researcher to three groups in El Ceibo High School.

Figure 6.

What kind of activities in couples does the teacher implement in classes?



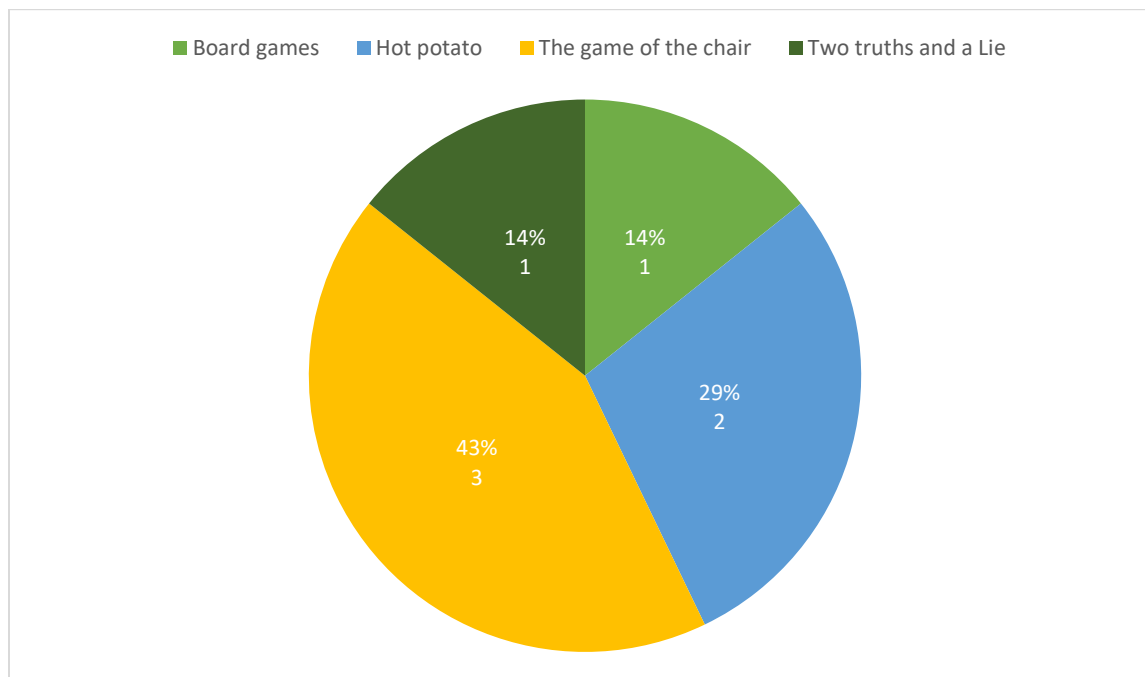
Note. Data collected from questionnaire applied by the researcher to four groups in Santa Rosa High School.

Question 25: *I can participate in group activities that develop English speaking implemented by the teacher.*

The answers for this question showed a change compared to questions 23. 32% (7) of students from El Ceibo participated in group activities, and 68% (15) of the students did not participate in the group activities. Further, 39% (13) of learners from Santa Rosa agreed with the question while 61% (20) disagreed.

Figure 7.

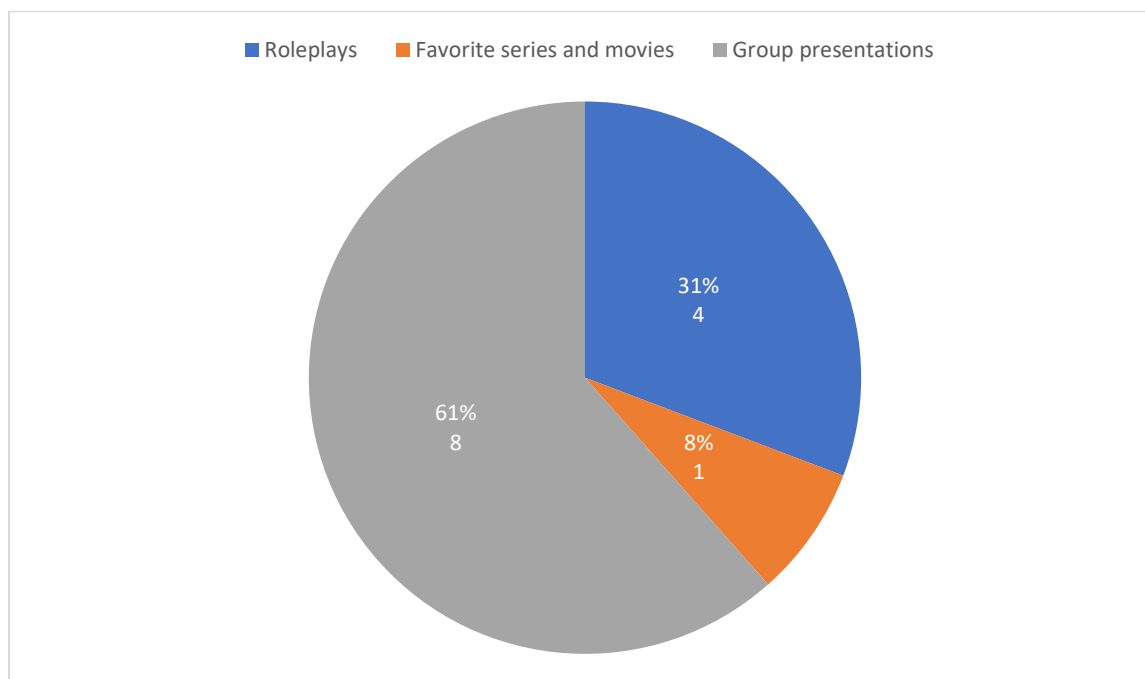
What kind of group activities does the teacher implement in classes?



Note. Data collected from questionnaire applied by the researcher to three groups in El Ceibo High School.

Figure 8.

What kind of group activities does the teacher implement in classes?



Note. Data collected from questionnaire applied by the researcher to four groups in Santa Rosa High School.

4.2 Analysis of the interview.

The teacher who answered the interview stated that the students spoke the target language in his English classes. Although few students practiced, there were some attempts to use English speaking by learners who have difficulty interacting with the language. Also, he mentioned that despite these students having their responsibilities as adults, they kept a remarkable enthusiasm for learning the language as if they were young students. Something interesting stated by the teacher was that other than the speaking activities he implemented in his classes, there was not enough time to allow the learners a lot of opportunities to practice English speaking. Besides, he said he fostered his students to increase their vocabulary and the pronunciation of each word by themselves to strengthen this area.

The teacher commented that their students were allowed to use translators on their smartphones. He stated that it is an essential tool for their students, and it is important to use it wisely. On the other hand, when the teacher listened to the question if he heard their students speaking the target language outside of classes, he smiled saying that he thought that someday the learners will be able to talk with him in English outside of the educational environment, but now they are not ready to do it. Even though, he said he made attempts to engage the learners by making English oral questions. Further, he mentioned that despite the efforts to making a relaxed and confident environment, the students felt pressure, nervousness, and insecurity when they speak English in front of the teacher or their classmates.

The teacher answered that he tried to apply oral activities in classes as much as the time allowed him to do. He mentioned he likes to implement oral practices that can be real-life activities like oral summaries, presentations, and interviews. Besides, he said he implemented speaking activities like games to engage the student such as Hot Potato, Pictionary, Picking a

card, and The Roulette. Furthermore, he stated these activities he tried to apply at least once every class of the week. However, he mentioned that this is not accomplished most of the time. In addition, he stated he perceived more active participation in activities like games such as Pictionary or The Game of the Chair, and with activities that should interact with other classmates. For example, Find the differences, Interviews, and Roleplays.

The teacher agreed that real-life situations and conversational activities are the ones that make progress in students learning. He said that is important to foster students to speak because the main objective of a language is to communicate, and the most common form of communication is spoken. The next question in the interview was: what was his opinion about students' level of English speaking? The educator answered they were below average level. In the end, he answered their students should be around A1 according to the CEFR. (Common European Framework of Reference)

4.3 Analysis of the results.

After the investigation made with the results found in the questionnaire, the answers collected through the interview provided by the English teacher, and the information found by different authors, it is possible to proceed with the analysis of the data gathered. As described in the first and second questions of the questionnaire, there were more positive responses than in the third and fourth questions. This can be explained through the literature. As mentioned earlier by Richards and Rodgers, (as cited in Leong, & Ahmadi, 2017) the speaking skill was abandoned in the classroom due to traditional methods that focused on reading and writing skills. As stated in questions fifth, sixth, seventh, and eighth, most of the responses are completely negative. These results were related to some paramount information that Pop, Tomuletiu, & David (2011) mentioned. As previously discussed, fluent speaking is one of the most difficult skills for adult learners because of lacking basic knowledge, lack of interest and confidence, and the feeling of fear to talk face-to-face with someone. In questions ninth, tenth, and eleventh, all groups agreed with feeling nervousness, insecurity, and anxiousness when they tried to speak the language. These responses were related to works from other authors. As discussed before, “the problems occurred are related with native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking.” (Nuraini, 2016, p. 13) Furthermore, the English teacher mentioned in the interview that students suffered insecurity, pressure, and nervousness when they spoke English in front of the class. As describing questions twelfth, thirteenth, fourteenth, fifteenth, sixteenth, and seventeenth, the majority of answers were negative. As noted in the interview, the teacher stated that learners talked the target language in his English classes despite few students practicing. Also, he mentioned that there was not enough

time to allow the learners a lot of opportunities to practice language speaking. This could mean that time was the limitation for students for practicing more English speaking.

As explained in questions eighteenth, nineteenth, twentieth, and twentieth-first, almost all the learners' responses were negative. As discussed earlier in the last six questions, time was the issue for developing the English-speaking skills of students in these questions too. In the interview, the teacher explained he made attempts to engage the learners by making English oral questions and he tried to apply oral activities in classes as much as the time allowed him to do. Due to these reasons, there is no doubt time is an issue for the teacher in adult classes. However, as described before by Leong, & Ahmadi (2017) "Learners need a lot of practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness." As introduced in question twentieth second, all students' responses were positive emphasizing the importance of the time for the EFL in the speaking activities. Based on Figure one, the majority of students from El Ceibo would need one week or a couple of days and based on Figure two, the majority of learners from Santa Rosa would need a couple of weeks or some days. This would be evidence that El Ceibo students would need less time to prepare before they could speak. Nevertheless, the amount of time is not expected for both groups.

As discussed in question twentieth third, the responses for both groups (El Ceibo and Santa Rosa) were most of them negative. But as seen in Figure Three and Figure Four, the most common individual activities chosen for students were Picture Describing and 20 Questions, respectively. As stated in the question twentieth fourth, most of the responses were negative. As indicated in Figure Five and Figure Six, the activity in couple chosen by the majority of students was Pictionary for both groups. In the interview, the teacher stated that he likes to implement

speaking activities like games to engage the student. One of the games he mentioned was Pictionary. Rao (2019) mentioned that teachers should have a special interest to work on speaking skills by choosing the appropriate material for the learner and fostering the speaking to students. As seen in question twentieth fifth, there were more negative responses than positive ones. But by comparison, this question obtained more positive responses than the last two questions. It could mean that the learners were more interested in group activities. As observed in Figure Seven and Figure Eight, the activities chosen by El Ceibo and Santa Rosa students were The game of the chair and Group presentations, respectively. In the interview, the teacher explained he let their students use translators on their smartphones, and he stated it is an important tool for the students. Adickalam and Yunus (2022), thought the same as the English teacher, the use of technology in teaching and learning has a positive effect on students and teachers as well.

As a conclusion for this chapter, most of the results were not expected and revealed a reality that only a few teachers knew about adult students learning English. Many aspects of the classroom needed to be reconsidered to improve their learning in the target language. Even though there were teachers who try to implement speaking development activities, it could be challenging for teachers to apply them due to issues like limited time. However, this should not be an excuse to avoid dealing with the problem.

CHAPTER V
CONCLUSIONS

The following chapter will offer the conclusions of the investigation. At the beginning of the project, the problem statement of this research was how English students' interactions are in their classes, and thanks to the collected data tools applied in the investigation, it was possible to recollect enough data to answer the objectives of the investigation. Through the use of an interview applied to the teacher of these students and the application of a questionnaire, it was possible to recognize the oral interactions among these students. The results were not expected, but they revealed important data about how these adult students interact with their classmates, even though it occurred in a few opportunities. The findings revealed that most of the interactions between the students are low, and the interactions with the teacher are higher than the previous ones. However, these interactions with the English teacher are not as many as the average interactions in an English class. The fewer oral interactions with the target language appeared to be, in the majority, games that were related to English.

Some activities were mentioned by the students in the questionnaire and the teacher in the interview. The English teacher implemented English-speaking activities individually, in pairs, and groups. These practices were associated with real-life situations and conversational exercises. However, there were some English-speaking practices more related to games. This is an important feature in the English-teaching process because the teacher should be involved to foster the student's speaking. These kinds of activities promoted the student to talk in the target language in a stressless environment with dynamism, and interaction for them.

Some contextual factors may influence the student's English learning process. Emotions were one of the factors that were revealed in the questionnaire and affected the English interaction between students and the teacher. Such of them were nervousness, anxiousness, and insecurity. The teacher was aware of this and attempted to create a relaxed educational

environment by applying activities like games that helped to reduce nervousness, for instance. Time was another factor that may influence the process of learning for each student. This aspect was highlighted in the interview by the teacher. The reason why time became a factor that impacted students' oral interactions in the target language was because of how the educational program was designed for adult students. Also, the age of each student played a contextual factor in their learning process. All students ages who participated in the questionnaire varied from 23 to 48 years old. Many of them had their responsibilities as adults with families, and jobs. Making harder the oral interaction and practice of the target language for each student. Another factor was the location of the educational institutions where the students received English classes. El Ceibo and Santa Rosa communities are rural places where most of the students must mobilize through a vehicle due to the long distances. This is another obstacle that made the English oral interaction among students more difficult.

As a conclusion of the investigation, it can be determined that the oral interactions made by EFL adult students at El Ceibo High School and Santa Rosa High School to develop their speaking skills were few. Activities with games and different speaking practices can foster the interactions of these adult students, and there exist factors that can affect the learners speaking skills development in the classroom like emotions, location, age, and time.

CHAPTER VI
RECOMMENDATIONS

The first recommendation is for every educator who teaches English to adult students, including the teacher in charge of the two groups. It is imperative that learners can do more speaking interactive practices that promote the development of speaking skills in these classes. The application of speaking activities through games that are enjoyable for students is a good strategy to begin. Nevertheless, practices that are more related to real-life context might strengthen the oral interaction area.

The second recommendation is addressed to the Ministry of Public Education. Students need enough time to practice their speaking. Unfortunately, the current educational programs designed for adult students are only focused on developing reading and writing skills. Learners must have the opportunity to practice speaking with enough time provided by the lessons.

The last recommendation is for both educational institutions: El Ceibo High School and Santa Rosa High School. They can collaborate providing the necessary improvements to the educational infrastructure to make the classroom a comfortable, stressless learning environment for students. This would help to deal with emotions that affect learners, for example, nervousness.

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Annexes

Annex 1

Questionnaire

I request your valuable and kind collaboration, which consists in providing your opinion in the following questionnaire, which aims to conduct a study with the purpose of opting for a licentiate's degree at the Universidad Latina. This information will be confidential and remain anonymous.

Aimed at adult students of English classes to investigate how oral interactions influence the development of the speaking skill in classroom.

Specific Objective:

c) To identify contextual factors that influence English interaction among learners.

Name of the institution where you study: _____

Instructions: Please, answer with an X in the Yes box or No box.	Yes	No
1. I can use English to read in classes.		
2. I can use English to write in classes.		
3. I can use English to listen in classes.		



4. I can use English to speak in classes.		
5. I can speak English with my classmate in classes.		
6. I can speak English with my teacher during English classes.		
7. I can speak English spontaneously with other English speakers outside of classes.		
8. I can speak English with my teacher outside of English classes.		
9. I can feel nervousness when I try to speak English.		
10. I can feel insecurity when I try to speak English.		
11. I can feel anxiousness when I try to speak English.		
12. I can express my ideas clearly when I interact with others in English.		
13. I can speak English with others if they repeat at me at a slower rate.		
14. I can communicate in an English conversation on a basic level.		
15. I can interact in an English conversation on a medium level.		
16. I can express fluently in an English conversation on an advance level.		
17. I can answer questions orally made by the teacher.		
18. I can participate in oral activities planned by the teacher.		
19. I can talk in an English conversation about everyday activities, routines and general topics.		



20. I can use English in a conversation spontaneously about an academic topic.		
21. I can express using a broad vocabulary in a English conversation.		
Instructions: Please, answer with an X in the Yes box or No box. If you answer is Yes in the previous question, please answer the following question.	Yes	No
1. I would need time to prepare myself before I can interact with someone in English.		
If the answer to the previous question was yes, how much time would you need?		
2. I can participate in individual activities that develop English speaking implemented by the teacher.		
If the answer to the previous question was yes, what kind of individual activities does the teacher implement in classes?		
3. I can participate in activities in couples that develop English speaking implemented by the teacher.		
If the answer to the previous question was yes, what kind of activities in couples does the teacher implement in classes?		
4. I can participate in group activities that develop English speaking implemented by the teacher.		
If the answer to the previous question was yes, what kind of group activities does the teacher implement in classes?		

I Jeanpaul Jesús Espinoza González, a student from the Universidad Latina, I appreciate the time given to answer this questionnaire.



Annex 2

Interview

I request your valuable and kind collaboration, which consists in answering the following questions for this personal interview survey, which aims to conduct a study with the purpose of opting for a licentiate's degree at the Universidad Latina. This information will be confidential and remain anonymous.

Specific Objectives:

- a) To describe students' oral interactions in the target language during English classes.
- b) To describe the activities used to promote the development of the speaking skill in the target language.

Questions to the English teacher:

1. Are students speaking the target language in English classes?
2. Do you see any attempts from students to use English orally?
3. How much time do students practice English speaking in the classroom?
4. Do students use technological tools such as mobile phones to practice their English-speaking skills in classes?
5. Do you hear the students speaking English outside of English classes?
6. Do you make questions to be answered orally to your students?
7. Are students feeling relaxed, confident, and prepared when they start speaking English?
8. Do you plan oral activities to apply in your classes?
9. What activities do you apply in your classes to foster English-speaking interaction among students?



10. How many times per week do you apply the activities mentioned to promote English-speaking interaction?
11. Which activities for English-speaking interaction do you see students participating in more actively?
12. Which activities do you consider makes positive progress in students' development of their speaking skills?
13. What is your opinion about students' level of English speaking?
14. What range of the Common European Framework of Reference (CEFR) do you classify your students?

I Jeanpaul Jesús Espinoza González, a student from the Universidad Latina, I appreciate the time given to answer this interview.