

Universidad Latina de Costa Rica

English Faculty

Guápiles Branch

Licentiate Degree in English Teaching

Enhancing Oral Presentations through the Application of the Communicative Approach to the
Students of 9th Group at Centro Educativo Yorí, I Period, 2020

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Guápiles, September, 2020

Abstract

Having students speaking in English in front of others might turn as a complex task for many teachers when pupils are learning English as a foreign language. Theory findings indicate that a large portion of students show fear, weaknesses, and issues when developing an oral presentation. For that reason, the main goal of this Action Plan is to Enhance Oral Presentations through the Application of the Communicative Approach, it that may be seen as hard as it sounds; however, this document provides a description and diverse tasks in which, learners may improve their English-speaking skills through a natural way of communication. Likewise, using different types of presentations such as conversations, debates, dialogues, role-plays, and oral presentations; within these undertakings, learners will be exposed to the target language in a gradual way; also, by means of self-creation of materials such as mind maps, outlines, posters, murals, drawings, and summaries to support the teacher-learning process, all of this focusing on individual and group development. This investigation took into consideration a group of English foreign language learners from Centro Educativo Yorí, it was a secondary group of ninth grade composed of 13 students, it includes seven women and six men, all of them Costa Ricans, the age range is between 14 to 15 years old. This paper pretends to provide another point of view to the oral presentations and to support teacher at the time of applying linguistic activities; also, to lead students through the learning process focusing in enhancing their English skills with more interaction during the classes. Moreover, this investigation livelihoods institutions to clarify the importance of improving the oral communication among the population.

KEY WORDS: ENHACING, LEARNING, TASKS, SKILLS, LANGUAGE, TEACHING, COMMUNICATION, PRESENTATIONS.

Resumen Ejecutivo

Tener estudiantes hablando en inglés en frente de otros podría volverse una tarea muy compleja para muchos profesores cuando los estudiantes están aprendiendo inglés como una lengua extranjera. Teorías indican que una gran porción de estudiantes muestra miedo, debilidades, y problemas cuando desarrollan una presentación oral. Por esta razón, la meta principal de este Plan de Acción es mejorar las presentaciones orales a través de la aplicación de la estrategia de la comunicación, este podría verse tan difícil como suena; independiente de, este documento aporta una descripción y diversas tareas en cual, los estudiantes pueden mejorar sus destrezas al hablar inglés a través de una comunicación natural. Igualmente, usando diferentes tipos de presentaciones como conversaciones, debates, diálogos, juegos de rol, y presentaciones orales; dentro de estas tareas, los aprendices serán expuestos al lenguaje de una forma gradual; también, de todas las formas por medio de materiales creados por ellos mismo como mapas conceptuales, bocetos, carteles, morales, dibujos, y resúmenes para dar un soporte al proceso de enseñanza-aprendizaje, todo esto enfocándose en el desenvolvimiento individual y grupal. Esta investigación tomó en consideración un grupo de aprendices de la enseñanza del inglés como una lengua extranjera del Centro Educativo Yorí, se estuvo con un grupo de noveno grado compuesto por trece estudiantes, incluye siete mujeres y seis hombres, todos ellos costarricenses, el rango de edad esta entre los catorce y quince años, Este trabajo pretende aportar otra perspectiva hacia las presentaciones orales y para dar soporte a los maestros al momento de aplicar diversas actividades lingüísticas; además, guiar a los estuantes a través del proceso del aprendizaje enfocándose en mejorar las habilidades del inglés con más interacción durante las clases. Además, esta investigación sustenta a los centros educativos a clarificar la importancia de mejorar la comunicación oral entre la población.

PALABRAS CLAVE: MEJORAR, APRENDIZAJE, TAREAS, HABILIDADES, LENGUAJE, ENSEÑANZA COMUNICACIÓN, PRESENTACIONES.

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Chapter 1

Introduction and General Information

Performing an oral presentation is one of the most challenging concerns that students could face during the teaching-learning process in every class. Additionally, there are several factors that might affect students while learning a foreign language such as anxiety, stress, panic, and others. For that reason, learners must improve their speaking skills when they are in front of people to enhance their communication abilities while expressing ideas, facts or just a way of thinking related to any specific topic.

In fact, in Costa Rica's education, teachers do not pay careful attention at the moment of evaluating students' development while they perform oral presentations. Consequently, it might represent a strong factor that indirectly affects scholars in future demonstrations. Likewise, the way individuals stand, the way they move (head, hands, walk), and their eye contact are relevant aspects that may help learners while speaking in front of others. Hence, the ability to speak in public and do it properly have significant importance that must be improved during learners' development in English as a foreign language.

Thus, this action plan focuses on the Communicative Approach, putting learners into numerous activities associated to the language such as role-plays, teamwork, pair work, dialogues, oral presentations, and so on (Jabben, 2014, p. 68-67). Furthermore, this research looks for the participants' improvement, motivation, and participation, all of this, concentrating on evaluating their linguistics advance. According to Sevilla Morales (2017) "ignoring the need for critical perspectives in English instruction and in education at large is a luxury that we simply cannot afford" (p. 158). This approach will help teachers to identify how the learners' speaking development affects learners' academic process meanwhile a rigorous evaluation is putting into

practice. Additionally, students will be diagnosed from the beginning to the end of the Action Plan, the diagnostic will measure some speaking skills such as fluency, pronunciation, body language, grammar, vocabulary, and gestures. This investigation expects almost all learners improve their performance and linguistic competences through the methodology of the Communicative Approach. To sum up, this will support future investigations, learners and teachers.

Rationale

Efficient communication is quite important at the time of learning a foreign language and it is an essential part of the teaching-learning process. For that reason, this investigation and its methodology are crucial while achieving prospective goals. Therefore, this investigation was developed because there was a worry about speaking in front of people in the students of Centro Educativo YORÍ, this is a private school that houses three sections such as, preschool, elementary school, and high school; enhancing English as a fundamental subject for learners' advancement. This school is located in Puerto Viejo, Sarapiquí. Also, there are not previous investigations regarding this topic. Additionally, speaking is an important part of the curriculum in the institution. In fact, there is a subject called oral communication that specifically consists of speaking, during those lessons, pupils are having issues about speaking in front of others. Subsequently, 9th-grade learners still have problems at the moment of sharing ideas, there is a lack of fluency and grammar structure.

This investigation is completely imperative because efficient communication and speaking skills are used in every English class. Learners could apply to a future job position where English proficiency is required. Moreover, this process may help them to improve their English level and their future. Logan (2015) stated that “Costa Rica's global competitiveness, we all want and need more people who can communicate effectively in English, as there is a direct correlation both here

and abroad between the number of meaningful job opportunities” (par. 1); therefore, this action plan was designed to improve learners’ speaking proficiency by using different activities that involve learners to speak in front of others. To conclude, the individual and group work support the teaching-learning process by creating a scenario of cooperative learning among the students.

Purpose

This action research aims to examine the prospective effects of the communicative approach. This investigation expects to enhance Costa Rican learners' speaking skills (fluency, pronunciation, body language, grammar, vocabulary, and gestures) in oral presentations.

General objective.

1. To Enhance Oral Presentation Skills Through the Application of the Communicative Approach.

Specific objectives.

1. To diagnose students’ proficiency level in oral communication.
2. To suggest different speaking techniques to guarantee learners' confidence and fluency in oral presentations.
3. To provide evaluation strategies to improve students’ development during oral presentations.

Research questions.

1. What is the learner’s proficiency level at the starting point in oral communication?
2. How can students improve their oral presentations through the communicative approach?

3. How can teachers measure learners' improvement?
4. What are the main advantages and disadvantages of the communicative approach?

Hypothesis.

Learners will enhance their oral presentation skills through the methodology of the Communicative Approach.

Chapter 2

Literature Review

One of the most difficult aspects teachers might face during the process of learning English as a foreign language is the oral presentations. Besides, this is one of the biggest challenges of teaching because educators must work on many different strategies, techniques, and also, on motivation to involve students to participate into the tasks meanwhile reaching the expected goals.

Communicative Approach

Communication is a complex issue among learners and it is one of the most important aspects of human interaction. The communicative competences house a large marker of countries that hold English as a foreign language; according to Jabeen, (2014) “Communicative approach is considered as the most effective theoretical models in English language teaching since early 1970s. The underlying concept of this approach is that language carries not only functional meaning, but it also carries social meaning as well” (p. 68). Jabeen pointed out the importance of communication during the teaching and learning process; also, how it has been useful for more than 50 years. Since human beings are classified as social bodies of communication, the oral interaction becomes meaningful and important elements during teaching-learning a foreign language.

Communication establishes a regular process while learning a new language, learners' interaction might be seen as a tool to communicate with each other. Thus, Hymes (as cited in Jabeen, 2014) described “the situation in which language has to be used becomes relevant for language teaching. He further emphasized that a normal child’s acquisition of knowledge of sentences is not only grammatical but also appropriate because of communicative competence” (p. 68). Therefore, the importance of learning a new language is not just for verbal interaction or

grammatical knowledge but it is to guarantee the development of all the communicative capabilities. Moreover, one of the most important characteristics of this approach is that learners have the opportunity to put into practice the language in different activities and scenarios.

Teachers' role.

The role of the educator is quite important and relevant for students' development, Richards and Rodgers (as cited in Çelik, 2014) mentioned, "emphasize the teacher's role in this setting as that of a 'needs analyst' who is responsible for 'determining and responding to learner language'". (p. 189). Moreover, in the communicative approach professors are not authoritarian, they let learners be the ones who analyze and work on the given task; on the other hand, the facilitator just provides specific directions and monitors learners' development.

Students' role.

The role of the students in the communicative approach is very active, they are the risk-takers, the focus on teachers' instructions. Thus, learners use the target language as much they can to improve their proficiency in the language. Based on Çelik (2014), "students are encouraged to work together to negotiate meaning to accomplish a given communicative task; thus, learning activities are highly interactive and may take place in smaller groups or with an entire class" (p. 190), In fact, in the communicative approach learners assume a commitment with the use of the target language as much as possible during classes; furthermore, in this methodology students are the center of the learning-teaching process; however, is necessary the teachers' presence and intervention to guarantee learners' production.

Role of the target language.

The target language is the main focus in the communicative approach, it works on placing learners into a natural environment where students develop the activities as the center of each task.

Çelik (2014) stated that:

Classroom management and direct instruction are carried out in the target language whenever practicable, with teachers turning to the students' native language only when required to ensure comprehension. Activities are focused on authentic use of the target language, utilizing "games, role-plays and problem-solving tasks". (p. 190).

Accordingly, the use of the target language is imperative for the learners' advance but in some situations, the use of the mother tongue might be necessary. However, it is better to try to use as much as possible an alternative to ensure comprehension to avoid the use of the native language.

Feedback and evaluation.

This is the last stage, it is the specific time where learners receive their recommendations, scores and future projects, according to Larson-Freeman and Anderson (as cited in Çelik 2014) "point out that feedback may occur as a natural result of a communicative activity since learners can determine whether or not their communication attempts have been successful based on the responses they receive from their instructor and classmates ". (p. 191). Consequently, it is very important for students to receive feedback in order to improve their english's level and understand their strenghts and weaknesses; also, it must be as natural as possible in order to avoid a negative effect into pupils because it might affect students' development by decreasing their paarticipation for future activities. In the mean time, learners' evaluation might be in concordance with their performance, attitude, and participation by using different strategies and tools to do it (Çelik, 2014,

p. 191). Thus, it is very important that teachers take the time to evaluate the risk takers and this is how learners understand and master the educational process to enhance their performance at the moment of developing a task.

Communicative approach issues.

People who learn a new language undergo among some problems during the process of adapting the communicative approach into the learners' traditional classes, Çelik (2014) stated:

It is useful to consider several further issues, including the role of the target language; the function of the students' native language; the extent to which the skills-based competencies of grammar, accuracy, and fluency should be addressed; and how feedback and evaluation may be carried out in a communicative classroom. (p. 189).

Therefore, several factors might affect learners' development while learning the language, even, their native language may be an obstacle for educational progression. Also, there are many characteristics concerning students' performance that educators must evaluate to improve pupils' development that helps them to improve their confidence and fluency in terms of communicative competences.

Besides, another issue might be the lack of performance and training in educators. Somehow, the communicative approach may be a challenge for the instructors because they must have to balance the learning process with the natural way of the communicative environment (Çelik, 2014, p. 90). Subsequently, there are some traits that teachers must handle at the time of applying the communicative methodology such as classroom management, time management, and classroom instructions. To sum up, a communicative learning process establishes different types of activities offering to the students a natural setting without missing the structure of the professor as a leader of the class but using the student-centered system.

Communicative approach advantages.

Nowadays, learning a new language helps people to break barriers and help them to immerse themselves in linguistic communication. Additionally, mastering English is highly important, even more in a country where English is learned as a foreign language; so, it means that there are fewer resources at the times of teaching-learning the language since the classrooms are the main places in where, learners can learn and practice the target language. As a matter of fact, English is one of the most spoken languages around the world and it is also one of the essential requirements for Costa Rican's job positions. Consequently, enhancing the communication competences will help people to get better opportunities in the case of a job position; also, this will support new generations and so on.

Additionally, linguistic competence is an important concern for the new educational Costa Rican's policies. Thus, according to Simion (2019):

The communicative teaching method can improve all the students' language skills(listening, speaking, reading and writing)and 75 % of the participants consider it does but from my experience the writing skills are difficult to acquire since the students are resistant to written hometasks and writing activities in the classroom are rather time-consuming. (p. 205)

Thus, the efficient uses of the communicative approach during the teaching-learning process will strongly increase learners' performance; additionally, this will help them to master to reach Costa Rican government requirements. This methodology houses more benefits than possible disadvantages when learning a new language. Furthermore, Simion (2019) mentioned another advantage. "The communicative teaching method is considered to be entertaining by 81% of the participants and 95% of them prefer a method based on communication over a method of teaching based on reading, grammar, translation etc.". (p. 205); thus, nowadays catching learners' attention

is not an easy job, that's one of the important parts of this approach, learners feel comfortable expressing themselves by talking than learning by traditional methods of reading and translating.

Moreover, the material selection is an important role at the time of using the communicative approach, this helps students to improve their performance while using their oral communication skills. Based on Simion (2019):

However, most of the participants(87%) prefer authentic materials(magazines, articles, coursebooks) and do not agree to the idea of having specialized texts translated into English by non-native speakers of the language and in this case, the teacher should carefully monitor their activity and ensure equal participation to classes. It is also his task to make the activities more challenging and enjoyable for the students. (p. 205)

In concurrence, teachers must use a material that catches learners' attention and help classes to be more dynamics. Consequently, learning a foreign language is not an easy task, mainly because students are less exposed to the language and most of them just have the opportunity to use linguistic competence in the classroom. To conclude, the teacher must take into consideration learners' likes and dislikes at the time of the material selection.

The communicative approach might have more advantages than disadvantages; however, that is some of them that teachers may deal with. As stated by Simion (2019):

There are still certain challenges facing CLT teachers: difficulty with classroom management, especially with larger groups, students' poor language proficiency which may lead to using their mother tongue especially for pair work activities, the rather common view that the teacher has to transmit knowledge and not facilitate learning or autonomy, poor funding, lack of time to prepare authentic materials, time-consuming activities, the teachers' perception of CLT- affected by their own language learning experiences, teachers' heavy workload and, last but not least, their own deficiency in spoken English and lack of training in CLT(especially for teachers' belonging to older generations). (p. 206).

Hence, even though there is a preference for classes based on speaking competences, there are some aspects that might affect classes' development. It might consider the number of students, why is it important? Because at the moment of choosing an activity it must be contemplated how the activity would work depending on the number of students; so, these activities must be planned in advance. Additionally, the teacher cannot apply an activity without bearing in mind learners' proficiency. Hence, not all the scholars can handle all the activities; for that reason, the educator must know what are the pupils' learning competences, in other words, the learners' learning styles, all of this to know when, how, why, and what to apply. Furthermore, some students feel comfortable performing an oral presentation, however, others might feel frustration at the moment of presenting; so, this is something that instructors must work during classes, it is apprentices' confidence and management. To give a summary, some of these disadvantages might not be so completed to manage; however, it is the professors' ability that learners improve even though their limitations.

Communicative approach limitations.

Limitations are common issues that classes undergo and it is something that teachers and learners must deal with during the teaching-learning practice; Simion (2019) stated that:

One limitation of the study refers to the relatively small number of participants and further studies may be done on larger groups in the future, to demonstrate the feasibility of the CLT approach from the students' perspective. Another limitation may be the subjective character of the students' responses which may affect the quality of the study itself. It would be interesting to develop further studies both on larger numbers of students and on Business English teachers from Romania to give their perspectives and attitudes to teaching CLT at tertiary level. (p. 206)

It is truly appropriate to remark that at the time of applying a task the size of the group is quite important; therefore, communicative approach activities involve the learners' participation and it is a key factor for the classroom's development. For instance, speaking activities might be

difficult to be applied to small groups because the communicative approach establishes better transitions with large groups. Furthermore, educators must have to work with scholars' motivation to make them produce because several factors might affect students' efficiency.

The communicative approach motivation.

Motivation plays an important role in the communicative approach because having students motivated increases students' performance and participation. Thus, Simion (2019) established that "considering that it increased their motivation for learning English. Real-life situations generate communication and the students' desire to communicate in meaningful ways about meaningful topics leads to increasing their motivation to learn English". (p. 205). It is understandable that if teachers select the right material, students will feel more motivated to participate; however, it is not just the material selection, it goes beyond, the strategies used by the educator to involve learners' participation and development during the educational process.

Oral Presentations

In the case of giving learners the opportunity to express themselves through oral presentations, might unconsciously help students to improve their linguistic performance by practicing. However, learners may show difficulties and fear when they are exposed to speak in front of others; in addition, this could be one of the relevant issues that people might face when learning a new language. Consequently, several factors might affect pupils' improvement during the process. Therefore, sometimes there is a lack of learners' participation in terms of oral presentations; additionally, schools do not pay enough attention to pupils' development during their oral presentations. According to Brooks and Wilson (2015), "very few students are given the opportunity to use spoken English in the classroom before entering university, and even less have

the opportunity to talk about academic topics in English” (p. 200). Something similar happens in Costa Rica, people who study in the superior education, do not show the required English linguistic competences; also, students of public institutions indicate fear of speaking at the moment of presenting something to an audience. All of this, evidence the lack of English language in terms of speaking into the educational population.

Costa Rica’s education system has been working hard in the introduction of different strategies to improve learners’ English capabilities. Oral presentations are important strategies that help students to increase their English proficiency. Also, adding the number lessons taken per week might help this population to expand the language and its use. To sum up, Costa Rica’s education needs something else than more lessons to improve English development, a needed of interest and more participation among learners may be an important factor to fix this problematic.

The importance of oral presentations.

Oral presentations bring students improvements in the procedure, even though, it focuses on the speaking skills, learners must be able to improve the other skills. According to Brooks & Wilson (2015, p. 203), there are five major benefits of performing oral presentations such as:

- They are student-centered.
- They require the use of all four language skills.
- They provide students with realistic language tasks.
- They have value outside the language classroom.
- They improve students’ motivation.

In concordance, oral presentations have very important impact into the learners; also, it focuses on learners and their productivity. Performances pay careful attention to students’ language use. Additionally, what is learned inside the class can be use outside as meaningful

procedure. In short, as natural is the educational environment, it will make much easier learners' undertaking.

Issues into the oral presentations.

Regarding oral presentation issues, orator in most of the presentations presents a group of feelings and emotions while they are performing such as anxiety, fear of speaking in front of others or simple lack of vocabulary might affect dramatically the students. In concordance with Brooks & Wilson (2015):

“Oral presentations are often not used in language classes, or are only used as one-time summative assessment at the end of the course, with very little class time spent on getting the students ready to present. The result of this is that students are not prepared to present and often do not find the presentations to be a positive learning experience.” (p. 206).

This demonstrates the importance of preparing everything in advance; also, teachers must pay careful attention at the moment of implementing an oral presentation; however, one of the educators' responsibility is getting students ready and well-trained to perform a successful oral presentation.

Chapter 3

Design and Method

Research Method

This investigation houses the ideologies of the Action Research. This approach might be seen as one of the most relevant tools to determine one necessity of a specific population.

Therefore, McNiff (2013) mentions that action research:

Involves learning in and through action and reflection, and is conducted in a variety of contexts. Today, you can do action research in the social and caring sciences; in education, nursing and health care; in artistic and creative practices; organizational, management and business studies; and in virtually any other discipline or area. (p. 24)

Hence, this action research is a suitable and practical device in which the investigator would have the opportunity to put in action several strategies to find an academic path in which a social issue can be worked out. According to Merriam-Webster “Action Research” (n.d.), is defined as, “the use of techniques of social and psychological research to identify social problems in a group or community coupled with the active participation of the investigators in group efforts to solve these problems” (para. 1). Thus, action research works closely with the participants to improve the selected weakness. As a matter of fact, through the diagnose, observation, and the application of different strategies this investigation might prove its theory with the practical improvement of learners. To sum up, the main importance of action research focuses on doing, applying tactics in order to enhance learners’ performance and achieve the central goal.

Type of Approach

The type of approach selected for this action research was a qualitative approach. According to Fellows and Liu (2015). “In qualitative research, an exploration of the subject is

undertaken, sometimes without prior formulations – the object may be to gain understanding and collect information and data such that theories will emerge and so, tends to be exploratory." (p. 9). This investigation does not care about numeric results, on the other hand, this truly looks for analyzing the nature of the process while its application. To sum up, this investigation attempts to prove if the communicative approach enhances learners' performance while performing an oral presentation by identifying weaknesses and strengths in different stages. Also, the variety of elements that can affect their teaching-learning process.

This action research was centered on qualitative methodology, a diagnose observation was applied during the first session in which the investigator could extract meaningful information and design an action plan. Qualitative research was chosen due to the importance of describing learners' performance without grading them with a number. To conclude, all data collection gives a range where students can be by showing teachers' perceptions according to what the investigator might obtain from each intervention.

The Context

Setting.

The study took place at Centro Educativo Yorí in the high school section, this is a private institution located in Puerto Viejo, Sarapiquí, in an urban area. This institution is oriented on the integral development of the learners and it works hard on getting superior quality into the learners by emphasizing the humanistic values of the population. Centro Educativo Yorí is composed on three sections Preschool, Elementary School and High School. This school houses approximately 120 students and 15 professors, pupils' age is from 2 years to 18 years old. Additionally, the institution offers transportation for students who live in La Virgen, Horquetas and Rio Frio.

Moreover, based on the study the population did not show economic limitation that affects their educational development. This school focuses on English teaching and offers a large number of lessons to learners, it is between five or seven lessons depending on each grade. The English lessons are imparted with the AMCO books; according to this organization, students enjoy learning if the learning process is meaningful for them, so, this innovative educational service helps teachers and learners to avoid boring lessons; in this way, classes will turn into an interactive and dynamic teaching-learning process by increasing their technological skills and motivation.

Furthermore, Centro Educativo Yorí lands a significant issue regarding their staff, subsequently, this might be affecting learners' development in the teaching-learning process. This institution has had problems related to the employee's area, most of the professors quit their jobs in different periods during the academic year. Moreover, the school tries to keep the same staff; however, they cannot retain the personnel. For this reason, there is a negative impact on this specific population; therefore, Yorí's classes have been working with a variety of professors; for instance, learners have been into different type of methods and approaches in the teaching-learning process.

Participants.

This investigation was applied to the academic group of ninth grade, it was composed of 13 students, the age range was from 14 to 15 years old. Furthermore, the teacher in charge was Alexander Ramos Portilla. Students from this group did not show economic limitations that affect their educational development. Also, most of them live around the institution, some use school transportation. The was composed of 6 boys and 7 girls.

Action Plan Proposal

This action plan is scheduled in eight sessions to extract suitable information during this proposal. Each session has different stages to enhance learners speaking abilities. All sessions are involved into several tasks where learners can show their speaking skills and their improvement activity by activity. On the whole, the investigator student applies a rubric evaluation to certify students' enhancement and assure whether or not the action plan is successful. All of this, with the mediation strategies described below.

Session one.

Mediation strategies.

Warm up, Pre, During, and Post activities.

Name of the activities.

Adventure Puzzle, Remembering stuff, Experiences, Mind map.

Purpose of the activities.

To identify some activities on vacation time, to reflect on the use of English, to describe past experiences, feelings, and emotions, to organize the ideas in a mind map.

Duration.

120 minutes.

Instruments and materials for the activities.

Word search puzzle, pencil, computer, projector, notebook, butcher paper, markers, and an evaluation rubric (Appendix C).

Description of the activities.

Teacher provides a word search puzzle (appendix B) with vacation time activities, students have 10 minutes to find all the words in the puzzle such as hiking, snorkeling, swimming, white water rafting, and kayaking. Later on, the words will be checked in an oral way.

The investigator teacher projects images of vacation activities from such as hiking, snorkeling, swimming, white water rafting, and kayaking for 20 seconds. Then, in groups, students write on a piece of paper a list of what they remember from the pictures, for example, activities, people, objects and environments, Then, each group has to share their lists to the class. After that, teacher asks some questions such as, have you ever climbed a mountain? What do you think about camping? Have you ever gone on a tour? What do you think about seaside vacation? What your favorite natural environment? Why? This entire activity takes around 30 minutes.

Teacher asks students to stand up, and quickly find a partner to whom share or discuss the questions provided in the previous activity. After a couple minutes, students randomly choose another pair to share their ideas. Students create an outline with all the ideas about vacation time and nature. This activity will last 40 minutes.

In pairs, students work in a butcher paper and create a mind map with the title “Awesome Nature”. The title must be in the middle of the paper. Then, learners begin writing ideas from the previous activity; besides, the mind map includes aspects such as activities, objects, plans, environment, and equipment. Lastly, learners develop as short presentation about their mind map in front of class. This activity will take around 40 minutes.

Session two.

Mediation strategies.

Warm up, Pre, During, and Post activities.

Name of the activities.

Clap and stand, looking up for a synonym, predictions, role-playing with synonyms.

Purpose of the activity.

To practice vocabulary words, to identify synonyms, to practice vocabulary words, and to improve oral interaction.

Duration.

120 minutes.

Instruments and materials for the activities.

Computer, speakers, projector, worksheet, pencil, butcher paper, markers, and an evaluation rubric (Appendix C).

Source: <https://www.youtube.com/watch?v=hFFW9zKJ5os>

Description of the activities.

Investigator teacher says aloud the vocabulary list that contains words and phrases such as apparently, go on, get a hold of, gather, put something up, trail, dramatically, in the meantime, stare, bang, remark, dizzy, stuck, shelter, dreadful, shiver, pound, to make matters worse, absolute, and head. Then, students have clap when they listen to a verb and stand up when they listen to a noun. This activity takes around 10 minutes.

Teacher in a projector reproduces a video about synonyms. After watching the video, students receive a worksheet (Appendix D) with words such as go, get, hit, look, ready; in which, they have to match each word with its corresponding synonym, learners can use a dictionary. Then, learners share their answers. Then learners practice the pronunciation of the given words. This activity will last 30 minutes.

Students individually starts working on creating sentences with the vocabulary of the previous activity; then, in pairs learners share their sentences, each pupil has to restate each

sentence but using a synonym. Later on, learners write down a dialogue using as many synonyms as they can. This task will take around 40 minutes.

In pairs, students work in a butcher paper draw a scenery according to their previous dialogue, it may be a cafeteria, restaurant, school or a house. Finally, students role-play their dialogue in front the class with the created scenery. This activity will take around 40 minutes.

Session three.

Mediation strategies.

Warm up, Pre, During, and Post activities.

Name of the activities.

Catch the ball, vacation places, describing my last vacation, and presenting vacation time.

Purpose of the activities.

To identify past verbs, to describe past experiences, to describe past experiences, and to describe past experiences.

Duration.

120 minutes.

Instruments and materials for the activities.

Ball, computer, projector, pencil, notebook, butcher paper, markers, pencil and color pencils, and an evaluation rubric (Appendix C).

Video source:

The World's Best Green Vacations: http://www.forbes.com/2010/04/28/sustainable-adventure-travel-technology-ecotech-ecotourism_slide_5.html.

Description of the activities.

Teacher randomly throws a ball and select a student; subsequently, mentions one verb in present simple such as go, do, travel, take, give, check, drink, eat, run, jump, see, become, begin, arrive. Then, the selected student has to say the verb in past simple. After that, the learner must select another participant following the same sequence, entire class must participate. This activity will take around 10 minutes.

Teacher asks students to create a round table with their desks; then, teacher shows pictures of vacation places from the web page The World's Best Green source attached in the materials' section. After that, students share ideas about natural such as characteristics, geographical features, living creatures, activities that can be developed. This activity will last 30 minutes.

Learners work individually, they ask and answer questions regarding their last vacation such as "Where did you go on vacation time? What did you do? How long did you stay there? What activities did you do? What kind of food did you eat?". Then, learners walk around the room to find someone some else to share ideas. Finally, they create a chart writing similarities and differences. This stage will take around 40 minutes.

Learners receive a butcher paper in which, they have to sketch their last vacation time by using drawings. Ultimately, students perform an oral presentation using their vacation sketch in front of the class. This task will take 40 minutes.

Session four.

Mediation strategies.

Warm up, Pre, During, and Post activities.

Name of the activities.

Jumpy glass, pros and cons, graph the pros and cons and, pros and cons presentation.

Purpose of the activities.

To improve vocabulary, to develop critical thinking, to discuss about different scenarios, and to develop a critical thinking.

Duration.

120 minutes.

Instruments for the activities.

A plastic glass, markers, whiteboard, AMCO's book, white sheets, masking tape, pencils and an evaluation rubric (Appendix C).

Description of the activities.

This is an outdoor activity, students will be working at the gym, and they have to stand and create a circle. Then, they receive a plastic glass, they have to throw it up by using their hands one by one, if the plastic glass falls down, the last student will have to say a word relative to tourism. This task will last 10 minutes.

Teacher generates a conversation about tourism in Costa Rica by asking some questions such as "Is Costa Rica a good place for tourism? Is Costa Rica an expensive place? Mention some of the most popular places in Costa Rica, where is the most traveled place in Costa Rica? What kind of tourism do you prefer "mountain tourism, beach tourism, river tourism"? Imagine that you have the opportunity to travel, and you have 2 options, "international or domestic", which one would you select? Why?" Then, teacher draws a chart on the board where students one by one will write down some pros and cons of tourism. This activity will take 30 minutes.

Learners work in pairs and discuss the pros and cons of tourism from the economic, sociocultural, and environmental points of view. To pair up students, the teacher tells learners to ‘mix’, they begin walking around the room and when teacher says ‘pair’ they pair up with the closest person. After talking about the topics, learners create and fill up a graphic organizer of advantages and disadvantages of tourism in the point of view of economic, sociocultural, and environmental. This activity will take 40 minutes.

Learners work individually prepare themselves for an oral presentation about the pro and cons of tourism in Costa Rica. Students create a mind map with some white sheets; then, they write down some of the pros and cons on the papers and paste them on the walls. After that, learners develop an oral presentation by using their mind maps. This will take around 40 minutes.

Session five.

Mediation strategies.

Warm up, Pre, During, and Post activities.

Name of the activities.

Pictionary, drawing preservation, describing preservation, and the proposal.

Purpose of the activities.

To reinforce vocabulary awareness, to reflect on endangered animals, to expose situation of endangered animals, to propose preventions of nature.

Duration.

120 minutes.

Instruments for the activities.

AMCO’s Book, notebooks, pencil, colored pencils, markers, white sheets, and evaluation rubric (Appendix C).

Description of the activities.

Class is separated into two groups; then, one student draws an image of a given words such as, animals, extinction, safe, care, love, look, control; so, his or her team has one minute to guess the what the participant drew. Each group gets a point for each correct answer. The team with the most points wins. This activity will take 10 minutes.

Teacher leads students in a brainstorm about endangered and extinct species. The teacher guides a discussion about the importance of protecting natural habitats to prevent animals from extinction. After that, students think or search for one endangered or extinct species; then, they draw the species and its habitat on their notebooks. This activity will last 30 minutes.

Students work on AMCO's Book page 27 (Appendix E), they read a text aloud about "Working Toward the Prevention of Nature"; then, they look for new words in the reading and use the dictionary. After this, learners underline the most suitable title for the text at the top of the page 27. Then complete the activities on page 27 that consist on how the buffalo and elephant populations at Garamba National Park have decreased over the years. After that, they create a paragraph right down the drawing they did in the pre-activity describing the species and its habitat. This activity will last 40 minutes.

Teacher takes out a box in where, learners take out a piece of paper, each paper has one endangered species; later on, students working in pairs take out their paper and write down a short story about the received endangered species. They should include a proposal to keep the species safe. Lastly, learners have to present their story to the class. They can use mind map technique to present their short story. This assignment will take 40 minutes.

Session six.

Mediation strategies.

Warm up, Pre, During, and Post activities.

Name of the activities.

Grouping Mountains, What's up mountains, Blog examination, and Mountelling.

Purpose of the activities.

To practice vocabulary, to describe feelings, emotions, and attitudes, to understand in a written text, and to enhance oral presentations.

Duration.

120 minutes.

Instruments for the activities.

AMCO's Book, computer, projector and speakers, clothing, wigs, scenery items, and an evaluation rubric (Appendix C).

Description of the activities.

Teacher tells learners to 'mix' they begin walking around the room, when teacher tells to students, 'mountains' they must create a group of 3 people, if there is an incomplete group, they will have to say a word relative to mountains such as mountains' name, activities, food or environment. This activity will take 5 minutes.

Teacher activates the prior knowledge of the students and creates a conversation about what they know regarding mountains such as landmarks, places, and activities. Then, Students make two rows of desks and sit them face to face. At the same time, they discuss the following topics: Have you ever been to a mountain? What mountain did you visit? Where is it? With whom? Each

two minutes one of the rows rotates and follow the same sequence every two minutes. This stage will last 25 minutes.

Students read the story on Steve's blog on AMCO's book, pages from 28 to 30 (Appendix F); while reading they should underline the different emotions and feelings that appear in the text; also, learners have to extra the phrases that contain verb to be followed by an ing verb and write them in their notebook. Then, learners complete the activities on page 31 (Appendix F) a multiple-choice activity they have to underline the corresponding answer, and listing the emotions and feeling they experienced while reading and the events that caused them. Decisively, teacher checks students' answers.

Students work in teams of 4, they make up a dramatization relative to the story of Steve's blog. Teacher provides the necessary stuff to dress up such as clothing, wigs, gloves, eyeglasses, and hats. Then, students have to create a dialogue and perform a dramatization. Every group will present it to the audience. This activity will last 50 minutes.

Flipped learning.

Students watch a video at home about 'a good presentation and a bad presentation', source: <https://www.youtube.com/watch?v=V8eLdbKXGzk> . if they cannot watch the video, teacher will reproduce it next session.

Session seven.

Mediation strategies.

Warm up, Pre, During, and Post activities.

Name of the activities.

Blanks, sharing your point of view, step by step brochure, and manual's presentation.

Purpose of the activities.

To improve vocabulary, to understand talks, to contextualize information, and to enhance oral presentations.

Duration.

120 minutes.

Instruments for the activities.

Computer, speakers, projector, white sheet, notebooks, brochure, butcher paper, markers and an evaluation rubric (Appendix C).

Video source: <https://www.youtube.com/watch?v=V8eLdbKXGzk>

Description of the activities.

Class is divided into two teams; each member of a team creates a sentence with a vocabulary words: apparently, go on, get a hold of, gather, put something up, trail, dramatically, in the meantime, stare, bang, remark, dizzy, stuck, shelter, dreadful, shiver, pound, to make matters worse, absolute, and head. So, instead of saying the given word, the learners will say “blank” when they read the sentence. The opposite team has to guess the missing word, they have just one turn per word, each team gets a point for each correct answer. Team with more points wins. This activity takes 10 minutes.

Students make a semi-circle with their desks and watch a video about a good presentation and a bad presentation; then, the teacher establishes a conversation regarding the video and asks some of questions to begin a conversation, questions such as How do you feel presenting in front of others? Do you consider yourself a good presenter? What do you do to catch the attention of the audience? Did you identify yourself with one of the examples? Then, they receive a blank paper in which, they will write down the difference between both presentations. After that, students

create a Venn's Diagram with the collected information. Later on, learners share their ideas to others. This task will last 30 minutes.

In pairs, based on the video students will create a brochure, it is a manual about how to develop a good presentation and how to avoid failing in a presentation. This manual must contain several aspects such as a title, what a good presentation is, differences between a good and a bad presentation, how to perform a good presentation, recommendations, characteristics of a good presentation and difficulties people might face during a presentation. This activity will take 40 minutes.

In pairs learners receive a butcher paper; then, they will transcript the most relevant aspects of the brochure on the butcher paper with the tittle of 'how to develop a good presentation and how to avoid failing in a presentation'. Later on, they perform an oral presentation about the manual. After that, audience ask questions to presenters. This task will last 40 minutes.

Session eight.

Mediation strategies.

Warm up, Pre, During, and Post activities.

Name of the activities.

Spelling Bee, exploring customer service, creating a business plan, and a situation.

Purpose of the activities.

To improve vocabulary, to understand conversations, to reflect about customer service, and to enhance oral presentations.

Duration.

120 minutes.

Instruments for the activities.

Computer, projector, speakers, worksheet, pencil, construction paper, colored pencils, markers, butcher paper, and an evaluation rubric (Appendix C).

Source: <https://www.youtube.com/watch?v=wyqfYJX23lg>.

Description of the activities.

Students compete in an informal Spelling Bee to see who is the best speller. Teacher projects a virtual alphabet wheel composed of letters from A to Z; so, students will be called by the attendance list, each student must spell a word based on the received letter. This task will take 10 minutes.

Students watch a video about ‘Checking into a hotel’; then, the teacher generates a conversation about the video asks some questions such as What is the main point of the video? Did the customer service agent satisfy customer needs? What was the solution offered to customer? Do you consider that you may do it better? Why? Could you give another solution to the customer? Afterwards, learners receive a worksheet (Appendix G) of a conversation with gap filling, they must complete it. Finally, in pairs, learners perform dialogues on their seats. This activity will last 30 minutes.

In pairs, students work on creating a hotel with a similar scenario as the video ‘Checking into a hotel’; so, working on a construction paper, they will make up the name of the hotel and a receptionist sign. Subsequently, learner will make up a website using construction paper too that asks for customer information required for booking a room such as full name, telephone number, identification, number of people, numbers of rooms; also, the website must show types of rooms. This activity will take 40 minutes.

In pairs, students make up a dialogue. They use all the stuff created in the previous activity and in a butcher paper they draw a window in where they represent the hotel's location. After that, scholars perform a dramatization about their hotel. This activity will last 40 minutes.

Chapter 4

Findings

Data Collection Procedures and Tools for Initial Research

Procedures of initial research.

The first session started with the normal procedure such as an attendance list and introduction question. The student investigator applied an observation during the lesson to extract important information such as behavior, organization, and participation. Then, learners were informed about the diagnosis process for the second session. The investigator student applied the diagnosis through an observation supported by using a rubric, it was applied to the 9th grade learners to collect suitable information regarding students' performance in terms of oral presentations. Additionally, the entire group was part of the analysis that was applied individually. This inspection took around 80 minutes (2 lessons) since the investigator student needed to know learners' abilities while developing an oral presentation. The data collection found through the device was very helpful to understand students' strengths and weaknesses; furthermore, in the diagnose were detected some of the main difficulties among learners during an oral presentation.

Instrument.

The instrument applied was an observation complemented with a rubric. An AMCO rubric modified for the investigator was applied to place students according to their performance to implement the Action Plan into this population. The observation was quite important to identify in which areas learners have the main issues. Students were diagnosed with a rubric while developing an oral presentation about personal information. This rubric was extremely important in order to calculate suitable information regarding learners' performance, this procedure helped the teacher

to understand what learners were doing well and what they might improve. Thus, the rubric analyses, the context, organization, language, and performance with a scale of excellent, good, fair, and needs improvement.

Diagnostic Data Analysis

At the beginning, the investigator student had two lessons to apply the diagnostic instrument, so, before its application, class started in a regular way, the teacher checked the attendance list to assure that all students were there at the time of the submission of the diagnostic session that was going to be applied to the entire group of 9th grader students. Then, the professor informed about the diagnosis stage and explained learners what the it was about and gave them 20 minutes to get prepared for an oral presentation. After that, learners were observed to recognize their level and development while performing an oral presentation. Subsequently, based on the instrument applied, the investigator student was able to extract and recognize suitable information to elaborate an Action Plan which helped learners to enhance their future presentations.

Furthermore, during the observation, the investigator student used a rubric in order to measure learners' performance, the observation was applied to 13 students; hence, the data collected based on the rubric, describes criteria such as content, organization, language, and performance. Therefore, content includes different achievement columns (Excellent, Good, Fair, Needs to Improve) most of the students were placed into the good column, however, some of them show a lack at the time of transmitting the ideas, they showed a clear message during their presentation; nevertheless, there is a need of improvement. Second, organization, it contains different achievement columns (Excellent, Good, Fair, Needs to Improve) few students demonstrated logical order during the presentation, however, most of them were a little bit disorganized with some of the ideas. Third criterion, the language, it includes different

achievement columns (Excellent, Good, Fair, Needs to Improve) most of the learners exhibited issues with grammar structures and a lack in terms of vocabulary but there is a minority that presented a extend vocabulary knowledge. Lastly, performance, it embraces different achievement columns (Excellent, Good, Fair, Needs to Improve) in this criterion the majority of learners exposed weaknesses according to their body language during the presentation, taking into consideration posture while presenting, their tone of voice was not optimal and they could not do eye contact to the audience.

To sum up, the information collected from the diagnosis was very helpful to design the action plan and all the instruments used during the investigation period. Likewise, the scholars had extremely good behavior and interest during the application of the instrument. Therefore, all of these factors were advantageous for the investigation process and reviewed.

Additionally, based on the information collected though the diagnose applied, students show some difficulties at the time of developing a presentation, even though, just few learners demonstrate that they are not that far away of an excellent performance while doing an oral presentation. As a matter of fact, the content and organization are important aspects that must be master for future tasks. Besides, practicing a format of Pre-Activity, During-Activity and Post-Activity (PDP) framework planning, learners will be capable of enhancing their oral presentations by activating their prior knowledge and then putting it to run-through.

Likewise, sometimes their organization is being affected by fear of being in front of others; so, this is another aspect that must be taken into consideration at the time of developing an exposition, working in their confidence and positive attitude while presenting is one of the hardest points that the investigator student will face during the action plan. Furthermore, the language used is another aspect that must be taken as a priority as learners display a lack of vocabulary data; thus,

review used words every lesson will help pupils to improve their lexicon and support their oral presentations. Lastly, learners have to work on their performance, it means all relative to their body language, eye contact, and posture; likewise, in their voice tone and catching the attention of the audience. To conclude, being in several sessions in where learner practice with organized tasks, they will be able to improve their oral presentations.

Chapter 5

Reflections

To begin with, it is extremely important to explain that this action plan looks for Enhancing Oral Presentations through the Application of the Communicative Approach. Taking into consideration that speaking in front of others is one of the most difficult situations that learners face during the education process. Therefore, in order to improve their oral presentation and speaking skills students undergo into several tasks in which, learners generate their own learning process with just little input, it means that this method focuses on what learners do and create their own material to present to classroom. Likewise, pupils will experience activities in where, they active their prior knowledge and put it into practice by performing numerous oral presentations. During eight session leaners will be able to create some presentations, all of them taking into consideration topics that are common for them, this to calls students' attention and make a worthy Action Plan, focusing on learners' improvement.

Moreover, it is significant to relay that embracing learners to work together in small groups helps them to increase their participation and interaction. Subsequently, with more interaction more participation that is one of the goals in this investigation. Therefore, during these sessions, the investigator student might experience a sense of improving within the learners, in their organization, language and performance that are being enhanced in this process. Likewise, oral presentations put learners into a natural way of interaction as an uncomplicated task after several practices. Lastly, for future investigation this paper might work as a guide to improve student's development at the time of speaking in from others; there are rich experiences when a teacher puts learners to be creative and guides them to work as team and an individual as well.

Chapter 6

Conclusions

On the whole, learners' proficiency might not be scaled in a high level; however, it cannot be said that their performance is bad at all, they will be working on several tasks which focus on students' interaction in where, teachers' input will help them to increase their level and confidence while performing oral presentations. So, they will enhance their performance interacting each other with real-life topics, putting learners in common situations that will support them to be able to active their prior knowledge. Likewise, learners will undergo in different scenarios, this class sessions will use the structure of the PDP framework plan, this kind of framework plan provides students the possibility to be able to work into the communicate approach, focusing more in what learners do rather than teachers. This structure offers the liberty to prove just a little input into the students to make them to produce by themselves; in other words, it centralized the learning process in the learners and not in the teacher, teacher is a moderator with just a little participation.

Moreover, teachers will be able to measure learners' improvement by using evaluation rubrics in where, teachers can assign their corresponding level to their pupils according to their production. So, the rubrics take into consideration criteria such as content, organization, language, and performance. Also, learners might be evaluating while they are doing an activity no necessary when they just develop an oral presentation, it is important to stand up that participants work on three previous activities before performing their oral presentations.

Contrary to what can be thought, having an oral presentation might be seen as a difficult task for learners; however, if students have the accurate input and a good process; consequently, the communicative approach will have a perception of having just advantages rather than disadvantages, how is that possible? So, the disadvantages that a teacher might face can be fear of

speaking in front of others; nevertheless, putting learners to practice in small groups in which, the most important part is the natural interaction will support them to get into this natural process to learn with the communicative approach. Furthermore, lack of vocabulary might be another disadvantage but with the participation, the input and activities pupils may acquire it in a natural way. To sum up, applying the communicative approach into a classroom brings lots of benefits to learners.

It is relevant to mention that this investigation works as a manual for other teachers, this will provide a scenario in which, with scaffolding activities learners may reach the established objectives by the teacher, in this action plan the main goal is to Enhance Oral Presentations through the Application of the Communicative Approach. Thus, using students' interaction as a tool for improvement is a risky option if learners are not motivated to participate; for that reason, working on pupils' motivation is one of the most important aspects that mentors must consider at the time of asking for entire class participation.

At the time of putting learners to develop oral presentations there are some limitations that teachers might face. To begin with, the lack of participation, so as it is mentioned before, motivation is a key factor to get students participating successfully in all the activities. Secondly, improving the lack of vocabulary around the students; hence, teachers must find a way or a technique in which, learners can learn more words and grammar structure, however, it is not just to learn, this education process must be significant; so, they can learn and at the same time use it in their presentation and in their lives. All classes might have limitations but on the whole, students can be worked out in different ways with different strategies to improve students' performance.

Chapter 7

Recommendations

Improving students' speaking skills through oral presentations is not an easy task, however, during this investigation readers will find several activities, techniques, and strategies in which, learners experience a way of learning in a class with huge communication. This Action Plan focuses on students' interaction by using activities in which, learners undergo into several activities with scaffolding sequence from simple tasks to more complex ones. So, it is recommended the use tasks with common topics of real-life and vocabulary that gives teacher tools to place pupils in a different level in terms of English language.

This Investigation suggests seeing motivation as a relevant factor for students' functioning; however, learners must be part of this motivation as well, they must work on self-motivation to improve their English skills, confidence, the enactment of oral presentations and the target language. During this paper, it is recommended that students go beyond that regular classes, review topics at home is rich way of do it; also, using the flipped learning method to enforce their language knowledge guarantees advances in the population. Lastly, education is an integral process in which, learners, teachers, parents, and the institution work together to enhance learners' English development inside and outside schools.

Nowadays, Costa Rica's education is pointing at improving English as a foreign language among all the schools. In fact, education is suffering lots of changes such as in planning and the teaching methods as well. So, every institution may consider this investigation as a guide, it is not just for oral presentations improvement but also it is for enhancing all the English skills. Thus, a suggestion for institutions is to increase the number of oral presentations among the students, in this way they can be seen as a regular task rather than a difficult one.

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Appendixes

Appendix A

Diagnostic Rubric

Topic: _____

Student's (s) Name: _____

Criteria	Excellent	Good	Fair	Needs Improvement	Obtained Points
	4	3	2	1	
Content	Clear message; topic well explained	Clear message most of the time; topic can be generally understood	Unclear message sometimes but basic ideas may be understood	Unclear message; no understanding possible	
Organization	Coherent and logical with good explanation	Logical order most of the time, with some explanations	Some basic order but with few explanation	Generally disorganized and with no explanations	
Language	Correct use of grammar; varied and precise vocabulary; good pronunciation and tone	Few errors in grammar; varied vocabulary; slightly unclear pronunciation and tone.	Some errors in grammar but can be understood most of the time; simple vocabulary; unclear pronunciation	Many errors in grammar; cannot be understood; very simple vocabulary; wrong pronunciation	
Performance	Loud and clear voice; appropriate body language; keeps audience's interest	Clear voice and some body language; tries to keep interest	Voice unclear or sometimes low; some body language; some difficulty keeping audience's interest	Problems to hear the presentation; no body language; difficulty keeping audience's interest	

Points: ____ / 16

Score: ____

Observations:

Appendix B

Adventure Puzzle

Solve the following word search puzzle and circle the words relative to vacation time activities from the list below.

I T M G G H F R N W N Z B S M M B F W T
X T F A N I M K Q Y K P C U Q H L Q F O
X O O I S I I I M A Z H A R K G F W Y V
L X T H T V K L O P U I O F N P C T N F
Y I I S O O T I K A Y A K I N G V F G T
W N M G Z T S K H G K Y M N S S P H N D
G F Z T G Y Y M M H N M Z G I K L D I K
R C T A N P K V D D I I C C O H R O L V
S Q C I I Z Z E I W L I L W G Z Y P I G
E N I L P I Z E S K N V M E A M J K A P
X E X O Z M U S D E L T A Q K L U W R R
D Z F Y O Q Z C D Z Z A R R H R K F T Y
K N I J D S W T I H B Q N J E O O I F F
G N I T F A R R E T A W E T I H W N N Y
Q Z B F Q R C Z Z C U M E U G T L C S G

hiking	trailing	swimming	rafting	kayaking	walking	surfing	snorkeling	fishing	zipline
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Appendix C

Oral Presentation Rubric

Topic: _____

Student's (s) Name: _____

Criteria	Excellent	Good	Fair	Needs Improvement	Obtained Points
	4	3	2	1	
Content	Clear message; topic well explained; appropriate relevant visual support	Clear message most of the time; topic can be generally understood; generally good visual support	Unclear message sometimes but basic ideas may be understood; visual support sometimes irrelevant	Unclear message; no understanding possible; irrelevant or non-existent visual support	
Organization	Coherent and logical with good explanation	Logical order most of the time, with some explanations	Some basic order but with few explanation	Generally disorganized and with no explanations	
Language	Correct use of grammar; varied and precise vocabulary; good pronunciation and tone	Few errors in grammar; varied vocabulary; slightly unclear pronunciation and tone.	Some errors in grammar but can be understood most of the time; simple vocabulary with some new words; unclear pronunciation	Many errors in grammar; cannot be understood; very simple vocabulary with no new words; wrong pronunciation	
Performance	Loud and clear voice; appropriate body language; keeps audience's interest	Clear voice and some body language; tries to keep interest	Voice unclear or sometimes low; some body language; some difficulty keeping audience's interest	Problems to hear the presentation; no body language; difficulty keeping audience's interest	

Points: _____ / 16

Score: _____

Observations:


Appendix D

Match the synonyms of the words below by adding the corresponding letter in the left column. The use of dictionary is allowed.

1.	_____ go	a. repose
2.	_____ good	b. leave
3.	_____ trail	c. see
4.	_____ hit	d. discover
5.	_____ relax	e. path
6.	_____ able	f. prepared
7.	_____ ready	g. journey
8.	_____ cook	h. grab
9.	_____ see	i. look
10.	_____ travel	j. handle
11.	_____ training	k. prepared
12.	_____ find	l. capable
13.	_____ look	m. bill
14.	_____ sleep	n. obtain
15.	_____ talk	o. instructions
16.	_____ get	p. excellent
17.	_____ jump	q. converse
18.	_____ check	r. strike
19.	_____ drive	s. skip
20.	_____ catch	t. calm

Appendix E

CROSSCURRICULA

 Read the text and underline the most suitable title.


1. Garamba National Park Fauna
2. UNESCO – Working towards the Preservation of Nature
3. Animals in Danger of Extinction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) encourages countries to protect their natural and cultural heritage. The World Heritage List includes places that have impressive features. But these places may face threats such as wars, natural disasters, and pollution, among others.

There are more than 800 natural and cultural sites on the List of World Heritage in Danger. One example of a natural site in danger is Garamba National Park. It is located in the northeast of the Democratic Republic of the Congo.

This park is home to large land mammals like elephants, hippos, buffalos, giraffes, lions, leopards, and spotted hyenas.


In 2006 there were 3,800 elephants, compared with 11,000 in 1995. The buffalo population was estimated at 8,000 in 2006, compared with 25,000 in 1995. In the late 70's there were 20,000 elephants and 50,000 buffalos. Only four northern white rhinos were left in 2005. They



have not been seen since 2006. So, this species is now presumed extinct in the wild.

UNESCO has sponsored actions in the park. Hiring new staff has been one of the measures taken. UNESCO has encouraged the purchase of new equipment for monitoring and protecting the area. Education on environmental issues has also been a key factor.

UNIT 1





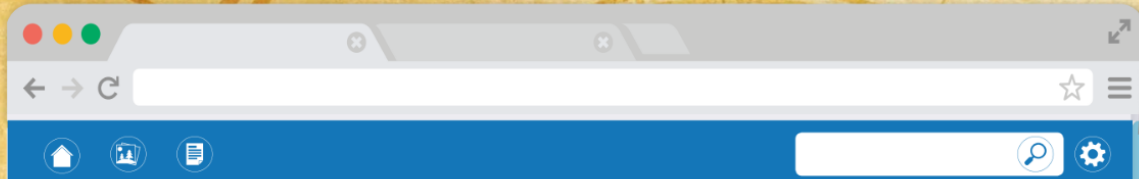

bus tickets. Finally, the big day arrived and we set off at the crack of dawn after double-checking we had packed everything we needed. The weather was warm and sunny in the early afternoon when we arrived, and we decided to camp at the base of a mountainside in the middle of a forest. The view was fantastic, with big trees in various shades of green and imposing mountains behind the trees; the feeling of being in the wilderness was awesome! We immediately put the tents up and set off to explore the area.

After hiking some beautiful trails and taking wonderful pictures, we were returning to our campground when suddenly a very strong wind started blowing; the weather had changed dramatically. Feeling quite cold and hungry, we hurried back to find that a large tree branch had fallen on our tents. Jane became hysterical as she thought about what could have happened had we been there. In fact, we had been very lucky. Billy and I managed to move the tree branch and then put the tents up some distance away from the forest. In the meantime, Jane and Emma lit a fire to cook some sausages. We were pretty exhausted by the time we sat by the fire to eat.

However, our day—and the unpleasant surprises—had not finished yet. Jane and Billy were laughing at some joke when Emma shouted in terror. Dead silence... Some meters away, there was an immense black bear staring at us. Jane wanted to run away, but I grabbed her arm and, trying to remember all I had read about bears as quickly as I could, I shouted, “Don’t run! Let’s shout and make a lot of noise, and it will go away.” Trembling with fear, we started clapping and banging some pans until the bear finally disappeared into the forest. For the rest of dinner, the girls were silent, still terrified by our encounter with the bear. Billy and I made some jokes and silly remarks to make them laugh, but with no success. After dinner, instead of lying on the grass watching the starry sky, we all thought going to sleep would be the safest option; watching the stars could be left for the following day. Sleeping in the tents was not so easy either—I heard lots of strange sounds and noises; I guess we all slept with one eye open because we feared the bear might come back.

The sun woke us up very early. After having breakfast, we all felt full of energy and enthusiasm and started planning our rock climbing adventure. Carrying our backpacks with all the necessary equipment, we set off for the mountains. It was easy at the beginning, but reaching the top was quite challenging: the trail got narrower and steeper and our steps slower and slower... Emma started feeling dizzy; Jane had a terrible headache, and I was feeling sick. Billy explained to us it was mountain sickness, and he suggested we should drink some water and rest a bit before going any further. It was a shame that all of us, except Billy, were feeling terrible even though we were so close to the top. Anyway, we decided to





stop and wait to feel better before continuing toward our goal. But some time later, Jane said she was feeling awful and couldn't make it. I guess we all felt the same way, so we encouraged Billy to continue without us, but he replied he preferred to stay with us. After resting for a while to gather some strength, we slowly started climbing down the mountain. It was all going perfectly well when Billy gave a loud cry of pain. He had sprained his ankle and could not walk anymore. What were we going to do, stuck there, half way down the mountain? The sun was already setting. I was helping Billy climb down when we found a shelter, a small cave, where we decided to stop for a while. After a few minutes, Emma suggested we stay there for the night. We had warm clothes and some food, so we thought staying was a good idea, a real adventure!

We never imagined how dreadful a real adventure could be. As we waited in the cave in the middle of the night, strong gusts of wind started blowing, and no one could sleep. Shivering with cold, we waited in agony for the sunrise; instead, it started raining heavily, which would make our way down the mountain extremely dangerous. On top of that, Billy was still in pain and needed help, so we decided to wait for the rain to stop. Once the bad weather passed, we started climbing down the mountain very slowly and terribly scared of slipping; every movement was carefully planned. My heart was pounding so fast as I thought that every step could be my last one. When we finally made it to safe ground, we were all feeling absolutely miserable. To make matters worse, the tents were flooded, everything inside was underwater, and we were soaking wet; but we were so happy to be alive!

We did not speak a word, as if everyone knew what had to be done and no words were needed anymore. In short, we packed everything and walked slowly to the highway. Some minutes later we got into the bus, which headed straight towards the city. We rode many kilometers in absolute silence, until Emma exclaimed, "How about going to the seaside next year? I heard swimming with dolphins is great!"



Read the story again, and underline the correct option in each case.

1. Emma's idea to go to the Rocky Mountains was...
 - a. considered a great idea by everyone.
 - b. rejected by everyone.
 - c. accepted, but without much enthusiasm.

2. *The feeling of being in the wilderness was awesome* means being...
 - a. in a place with wild animals feels very good.
 - b. surrounded by nature is amazing.
 - c. in a natural environment is frightening.

3. Jane got very nervous when...
 - a. she thought no one had been there to see the branch fall.
 - b. she realized they could all have been injured.
 - c. the tree branch fell on the tents.

4. The girls were so afraid about the bear that they...
 - a. thought the boys were silly.
 - b. wanted the boys to stop making jokes.
 - c. could not forget the experience.

5. Steve, Jane, and Emma wanted Billy to...
 - a. reach the top of the mountain.
 - b. stay with them.
 - c. climb down the mountain.

6. *Waiting in agony for the sunrise* means...
 - a. expecting the sun to appear.
 - b. wishing desperately for daytime.
 - c. feeling physical pain until the sun comes up.



Language Check: Nouns: *-ing* Forms as Subjects

Reread the fourth paragraph and underline two sentences in which an *-ing* form of the verb is the subject.

Grammar Appendix page 176



List the emotions and feelings experienced in the story and the situations or events that caused them.

Emotion

Situation or Event

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Appendix G

Read and Choose the best option (A-D) in the following five questions to fill in the blanks in the Hotel conversation given above.

Jane: Hello. Can you help me? _____ [1] _____.

Receptionist: Certainly, I'll try.

Jane: I'm Jane Major and my room number is 822.

Receptionist: Yes I remember you checking in just a short time ago.

Jane: _____ [2] _____, however it overlooks Oxford Street.

Receptionist: Yes a lot of our rooms overlook the street.

Jane: Even with the double-glazed windows closed, _____ [3] _____.

Receptionist: The traffic is non-stop day and night unfortunately.

Jane: Would it be possible to have a room in a quieter location?

Receptionist: All the rooms at the back of the building are fully occupied but _____ [4] _____.

Jane: That will be better. I should be able to _____ [5] _____. Thankyou.

1) Which option is the best to fill in the first blank

- A) I don't have a problem
- B) I have a problem
- C) I want to go home
- D) I cannot get into my room

2) Which option is the best to fill in the second blank?

- A) My room is very well appointed
- B) My room is dirty
- C) The bedside lamp is not working
- D) I have a wonderful view

3) Which option is the best to fill in the third blank?

- A) It is very quiet
- B) It is extremely cold
- C) It is far too hot
- D) It is very noisy

4) Which option is the best to fill in the fourth blank?

- A) I have a room at the back
- B) I have a room along the side of the building
- C) There is a room in the basement
- D) All the rooms are taken

5) Which option is the best to fill in the fifth blank?

- A) Watch the traffic
- B) Sit on the balcony
- C) Get a good night's sleep
- D) Wake up very early

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