

UNIVERSIDAD HISPANOAMERICANA
LICENCIATE DEGREE FOR ENGLISH TEACHING
CAREER

THESIS TO OPT THE LICENCIATE DEGREE FOR
ENGLISH TEACHING CAREER

**Improvement of Students' Oral Production Based on the
Methodology Implemented by English Teachers at
Conversational Language Classes from 10th Grade Students
at Colegio Técnico Profesional, Puntarenas during the
Second Semester 2021.**

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FEBRUARY 2022.

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La persona estudiante **ZUYIMETH MARIA SOLANO GUEVARA**, cédula de identidad número **61661816**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **"Improvement of students' oral production based on the methodology implemented by English teachers at conversational language classes from 10th grade students at Colegio Técnico Profesional, Puntarenas during the second semester 2021"**, el cual ha elaborado para optar por el grado académico de **Licenciatura en la Enseñanza del Inglés**.

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He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

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Dedication

I dedicate this thesis to my lovely family, and boyfriend especially my mom and dad, for their endless love, support, and encouragement during this process.

Acknowledgments

I want to express my gratitude to Luis Maroto, who inspired me in this process and provided suggestions, comments, and advice to develop this research.

Introduction

This project presents how learning a foreign language has become a big issue for students, teachers, and administrators. In the 2021 school year and due to the COVID-19 pandemic teachers had to adjust the curriculum and the mediation process to enhance learning. In that way teachers looked for options to improve English vocabulary, pronunciation, grammar.

Chapter II presents information regarding the historical and social context of the Colegio Tecnico Profesional. It also depicts in detail the information regarding the theoretical framework for this research.

Chapter III introduces the reader to the methodological part of the research and indicates what kind of research it is.

Chapter IV presents the results obtained after applying the different instruments to the students for both virtual and face-to-face classes.

Chapter V incorporates a series of conclusions and recommendations after analysing the data obtained.

CHAPTER I

Research Problem

1.1 PROBLEM APPROACH

This research took place at Colegio Tecnico Profesional in Puntarenas with tenth-grade students during the first trimester of 2021. Learners at this level were supposed to have broader knowledge and understanding of the English Language, at the same time they were ending the III Cycle of Basic Education in Costa Rica.

1.1.1 Background to the problem.

These days English teaching plays an important role in society because it lets students communicate with foreigners to get a job. However, many learners have serious problems speaking the language due to several problems in their oral performance. It can be said that it is a multifactorial issue including teachers' language performance, students' background, and implementation of strategies to teach English. Additionally, since March 2020, because of the COVID-19 students and teachers in Costa Rica had to adjust their teaching process so that in essence, students would not be getting face-to-face lessons, rather they took a more eLearning form. At the beginning MEP opened chances to use different platforms for teachers to teach, among them, in early stages teachers could use ZOOM, WhatsApp or any other one available. Then MEP officialised the use of TEAMS from Microsoft as the main tool to virtually get to students, and the GTA (Self Learning Guide) for those students who might not have access to connectivity.

In general terms students were afraid of failure even in face-to-face classes, this feeling could be more evident in a virtual environment, in such a way that they avoid being exposed by reducing their oral participation to a minimum. Teachers need to find ways to help overcome fear. Students get nervous when practicing English in an oral form because they feel frustrated. Having better oral performance implies constant practice in class, according to Intan (2015) emphasizes that "The exposure of classroom English was also limited. Besides, the only

opportunity to speak English is in the classroom. Using English in the classroom is very helpful in improving students' speaking skills, yet the teacher mostly used Bahasa Indonesia or even Javanese. The teacher assumed that the students would not understand what the teacher intended to say. English was used only few times. The students produced incorrect pronunciation. They also frequently made grammatical mistakes. Their vocabulary mastery was low. When they were asked to speak, they could only produce few words. Lack of vocabulary actually becomes the number one cause of limited chances to speak. The students were afraid of speaking English as they did not have enough vocabulary. They already had something in mind to say, yet they did not know how to say it in English since they did not know the English vocabulary" (p.68). In that research, the author applied dialogues as a technique to see learners' oral performance in a group of students from VIII B class of MTs N Ngemplak in Indonesia studying English Language. It shows, all of the students feel frustrated to participate in oral games that she brings to assess the oral part in that group of students, she uses the dialogue where students have to memorize some questions, but they make different mistakes in pronunciation and vocabulary because the teacher cannot understand what they are saying in that moment. In Costa Rica's high schools, it is difficult to students because they do not feel well about their knowledge. Sometimes, they do not know the correct structures, or they cannot understand a simple question, and they feel frustrated because of different verb tenses those students must know and it means there is a lack of oral production in students from high schools.

1.1.2 Problematization.

Nowadays learning a foreign language has had priority in students' lives, but they must know relevant points that all languages have, one of them are grammatical structures, pronunciation, and vocabulary to have a good oral performance in English language. Even though, there are plenty of options to improve student's oral performance and give them the possibility to feel comfortable while they are speaking with an American person. This project

studies the mediation process developed by English teachers during the pandemic in the year 2021 and students' feelings regarding the process. To develop this research is necessary as Intan (2015) proposes that

First, speaking activities require students to speak, yet when the researcher did the observation, she found that students did not speak much. When the teacher asks them to speak English, they keep silent. They do not know what to say, even very simple sentences. When they speak English, they make many mistakes in grammar and pronunciation. They lack vocabulary as well. They frequently switch their language to Bahasa Indonesia due to limited vocabulary (p.3).

That study shows there was a lack of oral performance in those students who could not speak English very well and that is the main reason where those people make mistakes in conversation. Like this takes place in Costa Rica because teenagers who are learning English as a foreign language when do not understand what teachers are saying. Students sometimes try to communicate their ideas using both languages mixing English and Spanish at the same time, and their mistakes are because of the deficiency of learners' oral performance.

1.1.3 Justification of the problem.

Teenagers studying English must show to teachers that they have improved their oral skills. This task is even harder with all the restrictions established in the country to fight against the pandemic. The present research is justified from the practical implications (Hernández and Hugo, 2019), since the detection of the lack of students' oral performance in English conversation is a need. This investigation justifies the practical implications where students can improve their oral performance if they feel confident with the process they are taking. Moreover, the correct use of a technique improves the oral communication in students where they can participate and speak English in class improving their oral mistakes in sentences, Vaishnav

(2016) stated Oral communication is like live performance where the artist has to use his/ her presence of mind and skills acquired in years of practice. He/ she has to employ memory for using tools like stories, anecdotes or couplets and sense of humour. The tools can be acquired by variety of methods like memorizing, keeping notes while delivering a lecture, making a presentation or arguing a case etc (p.24). This author (2016) wants to focus on people who are learning a foreign language, they can practice all abilities especially oral production in the learning process, they use a technique and develop new knowledge they know without memorizing any idea because those learners can practice all types of questions with correct structures in oral form avoiding the mix of English and Spanish language while they try to speak in class.

1.2 FORMULATION OF THE PROBLEM.

What is the impact of the methodology implemented by teachers to improve students oral production?

1.3 OBJECTIVES OF THE INVESTIGATION.

1.3.1. General objective.

To explore the impact of the methodology used by English teachers to improve students' oral production at Colegio Técnico Profesional Puntarenas during the second semester 2021

1.3.2. Specific objectives.

1. To explain the methodological process implemented by English teachers from Colegio Técnico Profesional, Puntarenas when teaching oral production and interaction.
2. To describe the impact of the methodology implemented by teachers over their oral improvement.

1.4 SCOPES AND LIMITATIONS.

1.4.1. Scopes.

This researcher considered tenth-grade students from Colegio Tecnico de Puntarenas. This research would benefit other teachers and students under similar conditions to the ones depicted in this institution as seen chapter two with the description of the social context in which the research took place.

In summary, this study covers and might benefit students from technical high schools from the country, their English teachers. It serves as an exploratory tool to gather information regarding the future of language teaching in Costa Rica, the use of combined education and the implementation of GTAs.

1.4.2. Limitations.

The main limitation faced in this research was the COVID-19 pandemic. As teachers were not present in the institution to access the students and help in the administration of instruments it was necessary to stop for a while, until MEP called for face-to-face classes again.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 HISTORIC CONTEXT

2.1.1 Background of the organization or community.

2.1.1.1 Colegio Tecnico Profesional, Puntarenas background.

In 1967 there was the first censure's motion to Puntarena's municipality to create a public educational high school. It was approved on January 5th, 1968. However, to build that high school, people waited for 4 years. The cost for this first part of the institution was around ¢1.263.500.00, and it was supported by Costa Rica government and BID (Banco de Desarrollo Interamericano) The second part of the institution was built in 1975 with a general cost of around ¢2.893.000.00. The first principal was the professor Virgilio Fonseca Balmaceda. For that time, the careers offered were refrigeration workshop, commercial secretary and accounting. In 1976, 62 students graduated in different careers. Today, the principal is Margarita Ortega Garcia.

2.1.1.2 Location

Colegio Tecnico Profesional de Puntarenas is located in Central Pacific Region in El Roble, 3 kilometres northwest from the Hospital Monseñor Sanabria, on Main Street in Puntarenas Province. It covers an area of 354.770 meters. There are 21 academic classrooms, 17 technical, 8 computer labs; and 5 language labs, 5 industrial workshops, 1 library, and a dining room. There are approximately 763 students getting English Conversational classes.

2.1.1.3 Socioeconomic characteristics

Public services such as electricity and water are provided by the government institutions. Students come from different social backgrounds. It receives students from El Roble which is a middle-class urban area, Barranca which is mainly composed by industrial workers and or fishermen and El Progreso which a very social and economic depressed area.

2.1.1.4 Courses

Once students finish the school process, they get a certificate as technicians in a specific area according to their interests and needs. In that way, they can start working in local or national or international companies. In Colegio Tecnico Profesional of Puntarenas, people can find different workshops to promote artistic and technical drawing, basic electrical assemblies, basic metalwork, designing small business, rediscovering business ideas, preventive maintenance, technical and office resource design, creative minds, conversational English, administration customs operation, accounting, service centre executive, industrial electronics, network computing, automotive, mechanics, executive secretary, refrigeration and air conditioning, network computing, executive for service centres, electronic telecommunications, finances and banking, and advertising design.

2.1.1.5 Mission

Part of the ideology of this high school is to foster technical students with knowledge and attitudes being able to do a good function in present and futures works. It will assume the promotion of small companies as economic and social development in the family environment that results in a better style of life to those people graduated. Moreover, as service selling to industries and general community they promote the use of technology innovation activities, the scientific investigation and cultural development. It stablishes strategies with practical, ethical and moral values like a shield to avoid the violence and drug addiction in area of influence.

2.1.1.6 Vision

Colegio Tecnico Profesional, Puntarenas seeks to provide private companies with a medium- technical diploma professionals to work and offer solutions to those companies in the specific environment in the service and technological training field.

2.2 THEORETICAL CONTEXT – CONCEPTUAL

2.2.1 Methodological process used by English teacher in the first semester 2021

According to MEP in the official document “Orientaciones Pedagógicas y Administrativas para la Educación Combinada 2021”, the school year is divided into two semesters rather than 3 quarters as previously. Additionally, MEP establishes as “a mandatory process to teach under the combined education process. In essence this combined education is aimed to develop collaborative and autonomous work being immersed in both face-to-face and distance teaching” (p.5).

This teaching process of combined education is defined by MEP as “a process in which both the face-to-face and distant education are articulated by means of several educative resources including on-line platforms, self-learning guides (GTA), the television or radio, and social media among others” (p.8). The teachers take advantage of the many technological options provided and use them as tools to accelerate the learning process. Moreover,” this process of teaching is supported under a model of 4 important moments connectivity, collaboration, clarification and construction” (p.8). These elements according to the English National Advisors are already included in the cycle of the task-based approach.

Nowadays, the new generation of teachers have a different methodological process to apply in their teaching, avoiding the traditional ones. These new conceptions of teaching require both teachers and students more creativity and engagement in the class.

English teaching methodologies implemented by teachers have been a big advantage in students' oral abilities in their learning process because they motivate students to have fun and enjoy the conversations with their classmates in the foreign language.

According to Alba et al. (2019) "The design of an interactive methodological guide aims to make learning fun by becoming familiar with the language through the participation of students and teachers in the learning process" (p. 1). Alba et al. (2019) indicated that teachers must be creative with students to bring new techniques and develop a good motivation to them where those learners can show good results increasing students' oral performance in English class. There must be a safe environment in which they can actively participate.

2.2.1.1 Task-based approach

Teachers can find different methodological process to teach a topic during an English class. Since 2017 MEP has set the Task/based approach as the basis of the teaching process with the presentation of the new syllabus. Dealing with pedagogical tasks Nunan (2004) states My own definition is that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act with a beginning, a middle and an end (p.4). The pedagogical task in education is a work that can be developed during the class where students can be producing their knowledge to communicate what they are learning and increase their oral production through different activities implemented by English teachers. Moreover, the main purpose of this task is to involve the communication in students by teachers' help during the class, and it helps to improve English teaching to provide students a good structure to communicate all studied in their academic process in a correct way.

The task approach has different uses in class, and it has an interpretation in oral practices. English teachers through their own methodological process, they can classify their classroom activities based on a specific task to improve students' communication by different simulation during the class. According to Lou and Willis (2004) describe simulation activities as, "Simulation activities also focus on form but bear a semblance of, or "simulate" real communication, for example, role- plays where learners are given roles to act out and are encouraged to use the language forms they just have been taught" (p.17). In that study (2004), some tasks are classified in different oral activities that help students to speak in real communication with other students through a technique implemented by teachers. In that example (2004), the authors use role- plays as an activity to increase students' oral production and help students to avoid making oral mistakes in their communication.

There are different types of task in English teaching where those can help students to improve all areas during their English conversational career, but the main importance of task in methodological process implemented by English teachers is to provide students a better communication in their oral performance Lou and Willis (2004) mentions: "Open tasks include experience-sharing tasks, or anecdote telling, where the content and style of the end- product are likely to vary quite widely between individual learners, even if they are on a specific topic like "A Childhood Memory." (p.24). Teachers can apply open tasks in class where students can share comments about an experience they have had or speak about a specific topic given by teachers to know if they can share their ideas in oral form with good grammatical oral structures to increase students' oral communication during English class.

2.2.2. Methodological process implemented by English teachers in students' oral production

Speaking English as a foreign language has a big importance for people. Teenagers want to have changes in their future lives with good jobs, they have goals to achieve if they

speak English in the correct way, it means those learners have good oral performance to have a communication with foreigners. The use of the correct methodological process by English teachers has a relevant impact in students' oral skills because it lets learners to communicate with fluency if it were the mother tongue. In Costa Rica, professors try to use different methodologies to increase students' interest using different techniques to have good results in students' speaking in their learning process. Yusimah (2013) argues Teaching English as a second language is quite a challenging task for teachers. Teachers have to find the right strategies in order for students to have interest in their English language learning. Students' interest is one of the important elements to stimulate their learning of the English language. Hence, through meaningful and interesting activities, and the support of teaching materials, teachers will be able to attract students' interests in learning English (p.192). Methodological process implemented by teachers are good tools for students to develop more oral production in class, the effect on students' interest has incredible results if those teachers use the correct methodological process to increase the students' oral communication using techniques. If teachers apply meaningful techniques with different materials that attract students' interest, those learners have the facility to get more information, ideas and they can participate with teachers and classmates sharing comments in oral form, and the message can be understood for all of them.

On the other hand, some teachers apply their own methodological process with multimedia presentation as a technique to improve students' oral production to have good results in their learning process. According to Lata and Ranjan (2016) maintains: Teachers with multimedia presentation can be well equipped with more information at a click. Pronunciation, accent, vocabulary, reading, writing, listening and speaking skills can be taught using multimedia presentation. Students' creative, analytical and productive skills can be honed by showing colourful pictures, inspiring speeches by great people (p.278). In English teaching, the teachers must look for different methodological process implemented by them to develop a

class and motivate students to participate in activities. Some teachers use technology like multimedia presentation to increase students' motivation in class with the main idea to practice their oral communication, and those professors try to find different techniques to get students' attention while they are developing the class. The correct use of methodological process used by teachers helps students to speak more through different activities like games, doing speeches and sharing comments using didactic materials in their classroom to have a better knowledge improving their speaking skills. A good developing of methodological process developed by teachers reflects how students' oral production is in their learning process in which students can be participate in activities. Teachers can evaluate their knowledge through games and people can recognize how students have been learning in their academic process.

2.2.2.1 Oral production

Students have been getting new experiences in their learning process, and those experiences let students to develop a good speaking based on different topics given by teachers. To have a good oral performance in students depends on the correct use of techniques by teachers to provide new knowledge where they can develop a good communication with other people. The main purpose of speaking very well is to promote students can have a big opportunity to work with international companies. If students develop a new different technique implemented by teachers, they get increase vocabulary, pronunciation, and grammatical structures in their career. Lucanus (2017) defines students' oral production is based on Communication that is a process where two people interact between them, one of them is the sender of the message and the other is the receiver, its main purpose is to transmit a message from one person to another. In English language, the students' oral production is the most important role in their career because it guides learners to develop more their oral skills involve their pronunciation, comprehension, vocabulary, ideas, and grammar structures. Students' oral production is a process where students get knowledge based on structures to

create good sentences, vocabulary to improve their main ideas when they want to transmit a message and pronunciation to send a clear message to others.

Teachers need to change some important aspects in their methodological process to help students practicing in some areas like speaking, listening, and reading. The most useful tool to increase students' oral performance is the practice of speaking in their English lessons developing techniques where the main reason is to transform students in bilingual people.

Students who are studying English as a career in their high schools, the main purpose of English education is students who are studying English as a foreign language, they must finish that career with good structures, pronunciation, fluency, and vocabulary. In this language, people need to practice a lot using different techniques that help teachers to know if those learners are speaking correctly. According to Barrios (2017) concludes "So we can understand that a technique is a way of doing something by using special knowledge or skills. In other words, techniques in the language classroom are the actions that teachers implement to achieve certain goals" (p.17). In English teaching, teachers use techniques in their methodological process to do the class funnier where students can develop their own knowledge through oral form, in that study (2017), she refers technique as a way students can do something specific using oral form to increase their academic process through the techniques that teachers implement in the classroom.

Teachers must recognize if students have the level to communicate ideas and participate in the English class. To provide good structures in students using this foreign language is to practice a lot in the class where teachers can assess each oral performance in learners. It is necessary to find a specific technique that works in all abilities as pronunciation, intonation, structures, vocabulary and comprehension. If students and teachers work together developing techniques, those people can compare the results students have before and after the use of it.

2.2.2.2 Students' oral performance in the learning process

In education, the students learning is a priority. As people know, students' oral performance is the way students develop all knowledge learned in their academic process through participations using different techniques teachers apply in class. According to Mushtaq and Nawaz there are two main factors affecting students' oral performance in class. There are two types of factors that affect the students' academic performance. These are internal and external classroom factors, and these factors strongly affect the students' performance. Internal classroom factors include students' competence in English, class schedules, class size, English text books, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers' role in the class, technology used in the class and exams systems. External classroom factors include extracurricular activities, family problems, work and financial, social and other problems. (Mushtaq and Nawaz, 2012, p. 18)

In some cases, students can find difficult situations to concentrate and speak in the activities the teacher develops in class. As a consequence, students do not participate because they feel bad, or they do not have materials to do homework.

On the other hand, if students have a good concentration, good motivation, interest to increase their oral abilities, they can have a good oral production in their academic process. There is a difference when teachers can see a good learning in their classroom through different techniques implemented in teachers' methodological process done in English class.

2.2.2.4 Students behaviour

In high schools, people can find different students' behaviours while they are doing the oral activities and it is a reflection about their learning process. As teachers know, learning is defined as the process which students get new knowledge and ideas from their academic process using different learning techniques to improve their oral performance in English language. According to Dharmaraj (2015) acknowledges: The major attributes of learning as a

process include it as a permanent change in the behaviour of an individual, but not because of changes due to illness, fatigue, and use of intoxicants. The next attribute is that learning is manifested in the behaviour or activities of an individual which could be not directly observable. Learning results in some change of persistent contact with nature. The final attribute is that learning depends on practice and experience in a given situation (p.2 and 3). At times, students show behaviour problems in the development of their oral communication tasks due to lack of motivation and enjoyment.

2.2.2.5 Factors of learning process

There are several factors affecting learners in English education, learners can show different aspects that determine their learning during the career. Teachers must know those factors to help students to have a better oral performance in their learning process in students' lives. Sequeira (2012) determined the factors as: "a) Psychological individual differences of learners, b) Teachers' enthusiasm in classroom learning, c) Environment and other factors" (p. 8). Learning process has different situations and those situations show people who have differences while they are learning English. In that research (2012), people know it is a little difficult when learners have problems in their oral structures and it affects teachers' preparations because those students do not feel good to do the activity, and other cases teachers' enthusiasm affect the students' learning and sometimes, students feel frustrated because they do not understand the way those teachers explain in class, and their oral production decrease.

As people know, learning English as a foreign language helps students to have good opportunities with foreigner or private companies in which English language performance is necessary. Through the English teaching process, teachers try to do a good job promoting the development of oral production and interaction in the target language. Teachers must look for new strategies that students could apply in everyday basis to orally communicate. It is important to consider some important aspects in oral conversation like grammar structures, pronunciation,

comprehension, and interaction between students with teachers. In this chapter explains those three aspects to develop an oral conversation in a correct way. Those relevant points are grammar, pronunciation, and comprehension help students to have a better oral performance in their learning process.

2.2.2.6 Teachers' enthusiasm

Teachers' enthusiasm plays an interesting role in the class as way to develop a conducive methodological process by applying appropriate techniques for their class and help students feel motivated when participation. Wilson and Peterson (2006) argue: When we acknowledge that students interpret—and do not automatically absorb—the information and ideas they encounter in the world through the experiences and theories they bring to school, the links between learning and teaching become more complicated. Rather than appearing as a natural result of teaching, learning is seen as inherently “problematic.” Teachers might create opportunities for students to learn, but teachers cannot control students' interpretations. Teachers become responsible for diagnosing students' interpretations and helping them alter, edit, and enrich them (p.3). Following Wilson and Peterson (2006) the teachers' role might be one guiding student to make the right interpretations in such a way that their perception of language learning is not a problem. In some cases, students do not understand the correct idea and they get confused, from that point, teachers get the main role as a guide to encourage them to correct their mistakes and get the correct idea. In this way, they increase their oral structures avoiding the most common errors students have had in their learning process which is memorizing questions and answers.

2.2.2.7 Development of grammatical structures

Grammar is one of the aspects that allows students to develop a good communication in English language. There are different rules to follow to create a good sentence without

mistakes, and students can know those points to increase their oral conversation. Students' English performance level is also determined by grammar. To this respect Galasso (2002) emphasizes that Grammar is traditionally subdivided into two inter-related studies: Morphology and Syntax. Morphology is the study of how words are formed out of smaller units called morphemes. For example, Derivational Morphology is a word building process by which we generate (or derive) the Noun teacher from out of two smaller morphological segments: the verb stem {teach} + suffix {er}. Syntax, on the other hand, is concerned with how Words are strung together to form larger units of expressions such as (partial) @link Phrases, @link Clauses, and (full) @link Simple Sentences. As an example, it is owing to an infringement on syntax (and not morphology) which prevents us from speaking the ill-formed sentence *John likes to teacher (=John likes to teach) (p.3). In the fragment above the writer emphasizes the idea that when people are talking about grammar, they need to know the rules that govern sentence formation. Moreover, there are different functions where syntax and morphology take place in a sentence to have a good oral production in students. Morphology allows students to know how words are made up in sentences to transmit good sentences in the speaking area. Moreover, syntax has a group of units like phrases and clauses to complete a sentence and it lets students to improve their sentences in an oral communication. In fact, a person who wants to speak in English that person needs to show a good pronunciation in this foreign language because if this learner does not pronounce the correct word, their oral performance is poor, and people can get confused and they do not understand the message.

2.2.2.8 Pronunciation

On the other hand, pronunciation is another aspect in oral conversation to help students to have a better oral ability in their learning process with the purpose of sending a correct message and uttering words in sentences in a correct form, Chandra (2018) affirms that pronunciation is "the study of learning pronunciation of words in a proper way to spell correctly.

It is to understand that spelling originated as transcriptions of sounds spoken language according to the alphabetic principle. Pronunciation changes in due course in all languages for some reasons, but spellings may resist change.” (p.4). Chandra (2018) mentions students who want to have a good oral speaking must know the correct pronunciation of words. It means that they need to study the alphabet transcriptions to say words without mistakes in their conversation, sometimes the pronunciation of the words changes, and others are the same as the written form, they can automatically recognize how words are pronounced. If the students do not know the transcriptions, they probably do mistakes and their messages are not understandable.

Methodological teaching has become one of the most necessary tools in education to improve students’ knowledge in participation and oral performance in their career. It is important to know, to have a good oral performance in English career, is teachers can implement their own methodological process to develop a different way of teaching with techniques to help students developing a good oral communication. Students’ oral abilities depend on teachers who can develop a different methodology process implemented by them to provide good results to students in the oral area, and those learners can have the facility to share comments about a specific topic in oral form. Moreover, if teachers apply their own methodological process through games in class, they can see students are interested to participate in those activities. As teachers know a good communication is based on practical experiences where students comment about something specific. The oral area in students is one of the most important points for teachers to bring more techniques where those learners can appreciate and communicate by themselves. This study (2015) refers that communicative approach is based on one of the bases of methodology used by English teachers in the class where students have had the ability to practice this foreign language in a different way.

English learning needs to have a different methodological process implemented by teachers to help students increasing their oral performance in their languages practicing

pronunciation, comprehension to prepare students to speak English very well, the application of techniques has an important role in students because it lets learners to share a comment in the activity.

Employing conversational strategies help speakers deal with the problems that stem from lack of language resources that lead to abrupt interruptions in conversations. Therefore, communication strategies attracted attention as significant tools that might possibly be used in language teaching pedagogy. (Genc, 2017, p.22)

In a methodological process English teachers need to apply different techniques that are very useful to help learners leading oral mistakes in a conversation, and those technique can mistake those oral problems in students. Moreover, communication techniques are helping teachers to improve their English lesson and change the way of teaching. In that study (2017), it indicates strategies are one of the most convenient tools in pedagogy education to have a better change in the teaching process which it lets students to study a foreign language in a practical way. Genc (2017) says “The final format for assessing oral ability is oral interviews. Oral interviews may entail several types of tasks ranging from question-and-answer sessions to pair tasks or group discussions” (p.27). In this study (2017), English teachers can apply techniques as oral interviews to measure students’ oral knowledge in class with the purpose of knowing their oral structures, pronunciation and grammatical structures in students.

On the other hand, in some research people can find communication techniques that teachers apply in their class to improve students’ speaking and their performance in English language. According to Hunter (2017) confirms that One class received communication strategy training, and the second class received no training. Two different speaking tasks (a picture story narrative and object description) were given as pre-tests, immediate post-tests, and delayed post-tests. Post-test results showed that the learners who had received communication strategy training had higher fluency (speech rate) in the immediate and delayed post-tests (p.64). Strategies in English class are meaningful in students because those oral practices guide

students to have more knowledge in speaking area. In that study (2017) that person compares two groups of people where the researcher realizes about the importance of strategies in class for learners to have a better oral performance. From this point, it becomes what techniques are necessary in oral form and help English teacher to develop a different class. Moreover, people can find a difference between the application of strategies in students and teacher who do not apply any strategy. Cortes (2016) maintains that to improve students' oral communication, the researcher felt the need to assess the students' communication strategies for instructional planning and academic performance. The account of the students' communication strategies will be beneficial in developing a proposed module to enhance their English oral communication. The subject taught by the researcher aimed for the students' development of listening and speaking skills and strategies for effective communication in various situations; therefore, having a good profile of the students would be very helpful (p.2). In that study (2016), this researcher focuses on students' oral performance in English conversation, he assesses his techniques from students' oral knowledge to develop them in some abilities like speaking and listening with the purpose to increase those skills in oral area. As people know, the use of strategies or techniques have become a big importance for students to develop what they have gotten in their academic process.

In fact, students who are interested to get a foreign language, they must work very hard in their classes and houses to practice all gotten in their learning process, those learners can repeat sentences in oral form in their houses and listen themselves if they are making mistakes, they can repeat the sentences again, if students do not practice the oral part in their houses, they probably have oral errors in class.

2.2.2.9 Speaking skills used by English teachers

Teachers are working and preparing materials for students to do a good work in classroom, those people have been getting preparation to do the best effort for their learners.

MEP (2003) affirms: "Through speech, learners acquire the fundamentals of language pertinent to carry out specific interaction where they have to exercise the use of some functions, through the appropriate language structures, cultural appropriateness and acceptable language input" (p.12). In English class, speaking is very important for teenagers to improve their oral production in this foreign language with good grammatical structures, pronunciation, comprehension and vocabulary. In Costa Rica, teachers always use speech as a good speaking skill to help students to interact between them telling their experiences in English class. Moreover, this skill increases the students' oral performance to say a clear message, it is easy for those teachers to check students' mistakes.

Nowadays, teaching and learning process has a relationship, both defines as a necessary complement to enhance students' oral performance during the academic education. Teaching has different techniques to develop in classroom, they always look for the most interesting techniques to increase students' knowledge. MEP (2003) emphasizes

To cope with the E.F.L. approach used in teaching, the assessing techniques used should reflect the dynamic classroom procedures and should promote critical thinking among the students in any learning activity they perform such as: information-gap, opinion-gap, problem solving, games and critical cultural incidents which help the learners appreciate their own culture and the culture of the target language (P.22).

In high schools, teachers prepare different techniques as a way to teach and improve students' oral performance to be more dynamic where students can interact as an integrated group and communicate with their friends using their foreign language, but those professional people must assess students' oral performance in their learning process through oral evaluations. In that case, teachers apply as oral test a dialogue between two students or teachers ask different questions to teenagers and they must give them the best answer. Moreover, teaching technique helps how teachers can teach and promote a good students' oral production where they can have good oral structures to communicate and participate during the

activities, teachers bring to the class. The use of the correct Teaching techniques increases in teachers the enthusiasm to develop the correct techniques for students with the purpose to develop a better oral production in learners.

2.3.4.1. Technique to improve students' oral performance in class

In Costa Rica, the education lets students to have a good professional study where they can give a good job speaking English in a correct way in the future. Teachers are working to give all knowledge to students being participative with good ideas to develop in their language using correct oral structures as English career offers them. Nowadays, people can find a different education with techniques to improve students' oral performance in class by using all learned in this foreign language. The use of the correct techniques does a big role for teachers and students to assess students' knowledge and helping those learners in their oral performance. To have a good students' oral production, teachers must implement a different technique to change students' thinking and get results to improve students' oral skills in their learning English process.

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 Methodological Framework

In this chapter, the reader would find the detailed information regarding the methodological part of the research. It included purpose, the temporal dimension, macro, nature, character, the subjects and sources information, the operationalization of variables, and the instruments. This project was applied in a group of students from third cycle at Colegio Tecnico Profesional, Puntarenas during the third trimester, 2021.

On the other hand, in this part each variable is developed by a conceptual definition, its dimension, the operational definition and instrumental definition. There is an instrument to recollect data information for this project. To apply the instruments, the researcher takes one group of 25 students of third cycle who are studying English conversational career.

The main instrument to get the information was the survey. In this instrument, the researcher can recognize if the English teachers apply their own methodological process to help students' oral production, and the investigator observes if students participate and produce their oral communication during the activities, there are 48 different open-ended questions where those learners answer through google form, the professor shared the link according to the platform given by MEP that is Microsoft Teams. The main purpose of this instrument is to assess the methodological process implemented by English teachers when teaching oral production and interaction in students.

3.1.1 Purpose (theoretical or applied)

As people know, the role of the teacher is very fundamental to help those students to participate and try to speak English well in different situations, this research is applied because the researcher needs to solve the difficulties in students' oral production, as Hernandez and Hugo mentioned (2019)

Firstly, it is essential that the teacher focuses not only on the different aspects of oral production (fluency and coherence; lexical resources; grammatical range and accuracy; and pronunciation), but also in all the needs and requirements that students have to communicate in different environments, situations and circumstances. Having said that, it is crucial that the teacher has an important role in social and affective aspects of the student in order to understand how his/her learning process is (page 26).

Teachers can be focused in different areas where students can have the opportunity to show how their oral production is in a circumstance. Moreover, the main purpose of this investigation is to improve student's oral production through different techniques applied by teachers in the class, for that reason this research is an applied investigation in a group of students from Colegio Tecnico Profesional, Puntarenas to solve different problems students have in their oral performance. If teachers can focus on improving students speaking, the research can achieve students' goals to speak English very well where they can get a high level of this language. The investigator applies the instrument to assess the methodological process implemented by English teachers where those results can help if students can improve their oral performance during their English class.

3.1.2 Temporal Dimension (transversal/longitudinal)

Nowadays, students should speak English well if they have been studying the career; however, some students do not have the correct oral production and they make different mistakes at the moment they are speaking while others do not know how to pronounce words or give an opinion about something, Shpak (2013) argues that

The current state of social pedagogy, as well as social work is characterized by a transverse process, that is, searching the identity of knowledge and practice areas. Researchers involved in the process, define the boundaries of subject-object relation existence in the area of their scientific disciplines and beyond, setting a goal on the base

of synthesis to reach scientific understanding of these cognitive paradigms' development processes (p. 534 and 535).

This research is transversal because it defines a study in a specific time where students can have different practices in areas such as pronunciation, fluency, grammatical structures that are fundamental in their speaking area. The main reason of this project is to know if the students' oral production can improve by the methodology process implemented by teachers when teaching oral production and interaction, and it is developed during the third trimester, 2021.

3.1.3 Macro (mega- macro-micro)

This investigation is micro because the researcher takes one group of students from all learners in tenth grade at Colegio Tecnico Profesional, Puntarenas to apply this study. The researcher can recognize the students' oral production through different aspects like grammatical structures, fluency and pronunciation that are very necessary in their language, at its simplest, Micro-research (also known as Inquiry-based Learning) involves getting students to undertake a relatively small research project and report back to their peers. The purpose of the approach is to encourage students to develop a deeper understanding of the material they have been researching while also developing skills that will be useful for other parts of the study and their eventual careers, such as critical thinking and evaluation, communication and presentation skills and information literacy skills (Glover, 2014, " Micro-research: An Approach to Teaching and Learning" section). The researcher takes one group of students to analyse the methodological process developed by English teachers applying an instrument in the project to develop deeper research where students can show the improvement of different abilities in speaking during their lessons.

3.1.4 Nature (qualitative, quantitative, and mix)

In this project, the researcher looked for the aspects affecting students at the time of rehearsing during combined education promoted by MEP.

We define qualitative research as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. This formulation is developed as a tool to help improve research designs while stressing that a qualitative dimension is present in quantitative work as well. Additionally, it can facilitate teaching, communication between researchers, diminish the gap between qualitative and quantitative researchers, help to address critiques of qualitative methods, and be used as a standard of evaluation of qualitative research. (Aspers and Corte, 2019, What is qualitative in qualitative research section).

Qualitative model is a necessary tool as those authors mentioned before because this type of nature helps the researcher to show how is the methodological process implemented by teachers over their student's oral improvement, and the researcher can get the necessary information as a good result in a data information.

3.1.5 Character (exploratory, descriptive, correlational, explanatory)

The character of this research is descriptive because it analyses the characteristics of students while they are participating in oral form during their class and the main problem that is happening in students' oral performance from Colegio Tecnico Profesional, Puntarenas. The investigator of this project analyses the methodological process that teachers develop to improve students' oral production during their speaking class. " Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories" (McCombes, 2019, " Descriptive research" section). In this research, the author

recognizes the process, characteristics, behaviours where those students are doing in their oral performance while the teacher is developing the class.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Analysis Unit (objects and subjects of study)

The subjects of this study are people. They are students at Colegio Tecnico Profesional, Puntarenas. The population of this investigation is a group of 25 students in the English class, and their ages are 16 and 17 years old. This study is applied during the third trimester of 2021.

3.2.1.1 First-hand sources

Author or authors	University or organization	Country	Year
Barrios, D	Universidad Del Norte	Colombia	2017
Cortes A	University of the Philippines CEBU	Philippines	2016
Dharmaraj, W	Bharathidasan University	India	2015
Genc, G	Bilkent University	Turkey	2014
Hernandez, J and Hugo, V	Universidad Libre Facultad de Ciencias en la educación	Colombia	2019

Hunter, A	St Mary's University	England	2017
Itan, A	Yogyakarta State University	Indonesia	2015

3.2.2 Second hand

Author or authors	Title of the book or website	Year of publication
Bhandari, P	Population vs Sample/ Definitions, Differences & Examples	2019
Fan, S	Independent Variable	2010
Kirby, J	Reading Comprehension: Its Nature and Development	2017
Lou, B & Willis, J	Task- based instruction in foreign Language education	2004
Ministerio de Educacion Publica	Orientaciones de mediacion pedagogica para la edudacion combinada	2021
Nunan, D	Task- Based on Language Teaching	2004

S	Peterson, P & Wilson,	Theories of Learning and Teaching What Do They Mean for Educators?	2006
	Salkind, N	Dependent variable	2010
	Sequeira, A	Introduction to concepts of teaching and learning.	2012

3.2.3 Third hand

	Author or authors	Title of the articles or magazines	Year of publication
	Alba, J, Sarah, I and Parrales, C	Interactive methodological strategy in the English language for the development of oral expression and comprehension	2019
U	Aspers, P and Corte	What is qualitative in qualitative Research	2019
	Chandra, V	English Spelling and Pronunciation	2018
	Galasso, J	Analysing English Grammar: An Introduction to Feature Theory	2002

Glover, I	Micro- research: An approach to teaching and learning	2014
Lackman, K	Teaching Speaking Sub-skills	2010
Lata, H and Ranjan, P	Enhancing students' interest in English language via multimedia presentation	2016
Lucanus, A	Oral communication skills are important	2017
McCombes, S	Descriptive Research design/ Definition, Methods and Examples	2019
McCombes, S	Sampling Methods/ Types and technique explained	2019
Mushtaq, I and Nawaz, K	Factors Affecting Students' Academic Performance	2012
Rodriguez, A, Acevedo, H and Campos, M	Plan de desarrollo institucional Quinquenal	2012
Shpak, V	Transversal approach in the system of specific Social- Educational Research Methodology	2013

Vaishnav, H.	Tools and Techniques for Effective Communication Skills	2016
Yusimah, Dk	A study of teachers' strategies so develops students' interest towards learning English as a second language	2013

3.3 SAMPLE SELECTION

3.3.1 The population

The population of this research is made up by a group of 25 students from third cycle at Colegio Tecnico Profesional, Puntarenas.

3.3.2 Sample

In this research, the sample is chosen by students from third cycle who are studying the English career from Colegio Tecnico Profesional, Puntarenas. In a group of 25 students. The level of sample is 95%.

3.3.3 Probabilistic

The probabilistic of this research, it is when they are answering the survey through google form sent by Microsoft Teams. The procedure is to be applied in a group of 25 students from the third cycle of English career at Colegio Tecnico Profesional, Puntarenas. The students answer the questions given in the survey, there are 25 students in tenth grade, but 20 of the students answered all questions in the survey while others did not answer the 48 questions in the instrument.

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT DATA

The researcher of this investigation applies an instrument that is the survey to get the information to be studied from the variables of the project. The researcher applies the instrument to assess the methodological process implemented by English teachers when teaching oral production and interaction. The survey is applied by google form in Microsoft Team that is the formal platform MEP works during the third trimester 2021, there are 48 questions in the instrument.

3.5 Research Variables

According to the Encyclopaedia of Research Design in its website a variable is basically conceived as that specific place, person phenomenon or thing under subject of study.

3.5.1 Conceptual Definition

A conceptual definition according to the guide promoted by Universidad Hispanoamericana to develop the research project clarifies the variable that guides the research.

3.5.1.1 Specific objective

To explain the methodological process implemented by English teachers from Colegio Tecnico Profesional, Puntarenas when teaching oral production and interaction.

Conceptual Definition

The methodological process is understood as the series of actions teachers develop to teach oral production to students during the learning process considering both virtual and face-to-face classes.

Instrumental Definition

To gather the corresponding information to explain the methodological process implemented by English teachers the researcher applied a survey to students who were immersed in virtual and face-to-face classes.

Specific objective

To describe the impact of the methodology implemented by teachers over students' oral improvement.

Conceptual Definition

It deals with the impression students have of their capacity to orally communicate in the target language after the exposition to either virtual or face-to-face classes.

Chapter IV
Data Analysis

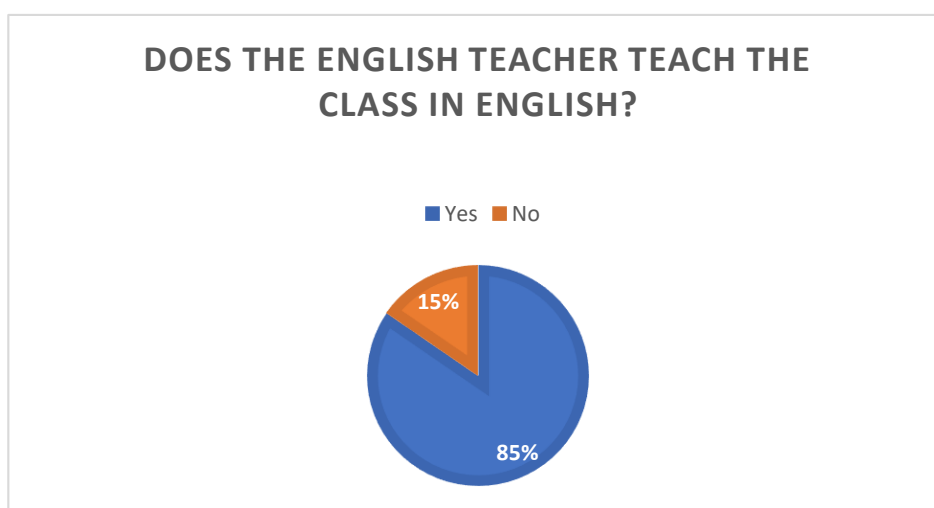
Data Analysis

Once the instruments have been applied the researcher continuous with a process of analyzing the information obtained through the data collected. In the following pages the reader would find the results of this data gathering.

This section corresponds to a survey applied in November 2021 by google classroom. English teachers asked their students to answer the survey. This survey was applied to both groups of students, the ones in face-to-face classes and combined education synchronic classes through TEAMS the official platform promoted by MEP.

4.1 Variable 1. To explain the methodological process implemented by English teachers from Colegio Tecnico Profesional, Puntarenas when teaching oral production and interaction.

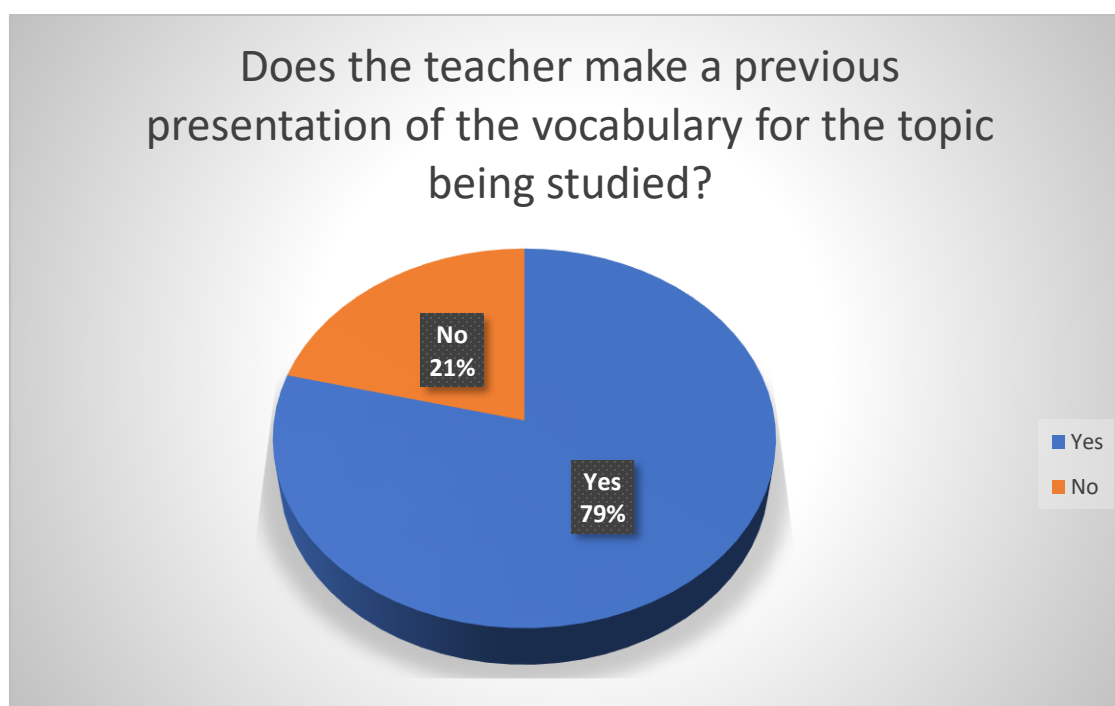
Graphic 1 Use of English Language by the teachers



Source: Information obtained by the research through an online survey.

As note in the previous graphic, 85% of the students stated that the English teacher uses the target language in the mediation process. It implies that students receive input in the foreign language.

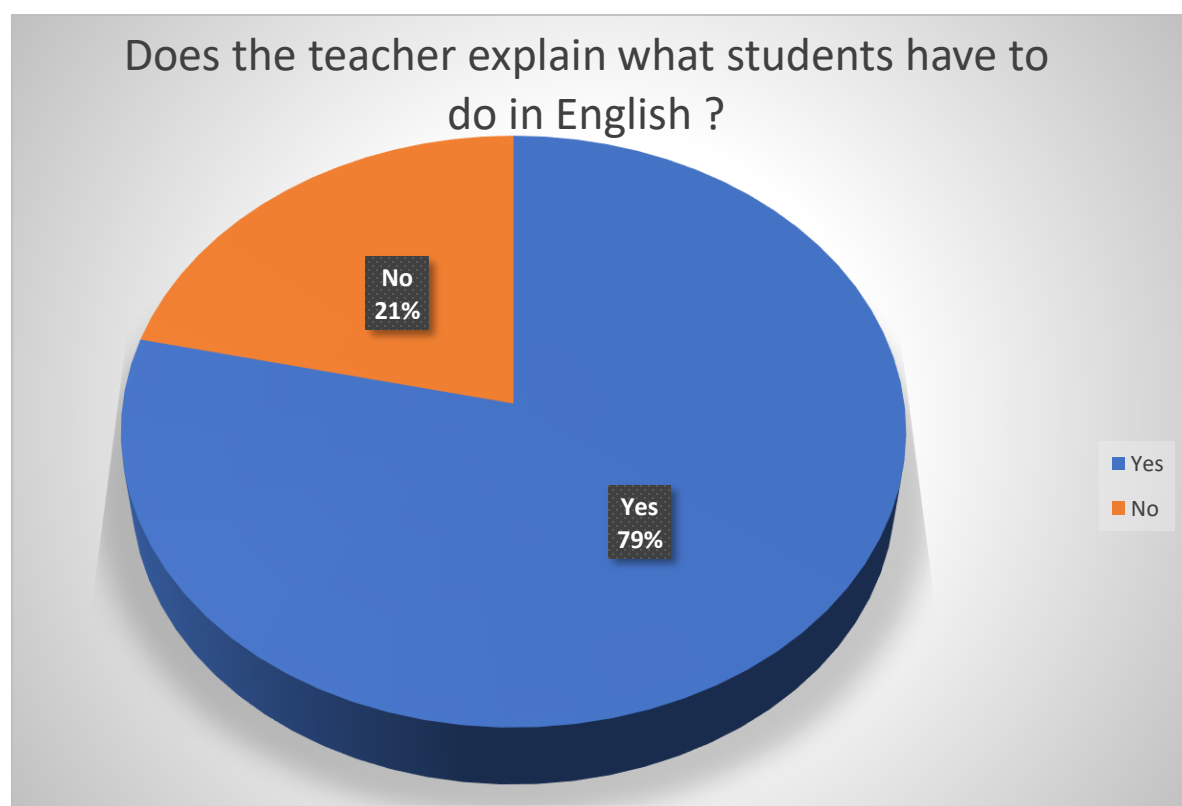
Graphic 2 Use of vocabulary



Source: Information obtained by the research through an online survey.

In graphic 2 the reader notices that 79% of the population indicated that there was a previous introduction of the new vocabulary by the teacher in the class. To this respect it is evident that there is a chance for students to start gaining new concepts and getting prepared to a better understanding.

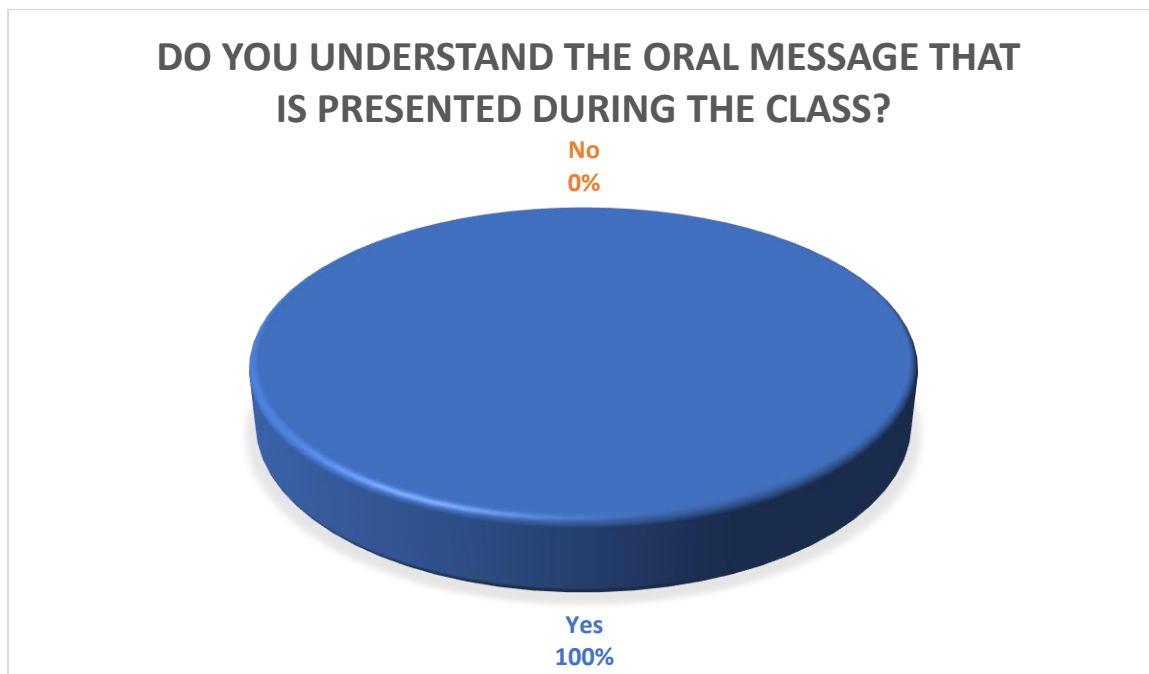
Graphic 3 Clear idea of oral production



Source: Information obtained by the research through an online survey.

79% of the students were willing to provide the data for having a clear explanation from English teachers during the class. According to this information, teachers clearly explain to students what they must do. It implies that students have a clear direction to take course in the class and expect to develop a class in English.

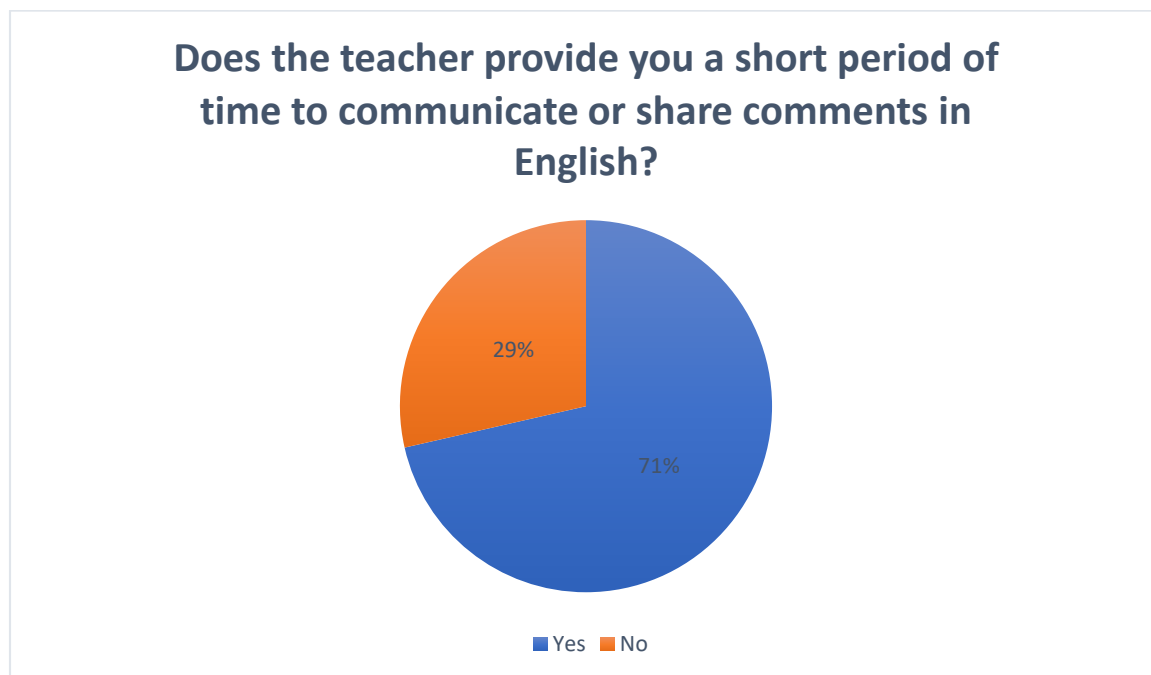
Graphic 4 Oral message by English Teachers



Source: Information obtained by the research through an online survey.

The following graphic depicts that 100% of the students correctly understand the oral message provided by English teachers during their classes. Thus, it indicates that students are able to get the correct explanation and instructions about the topic developed by teachers during their career.

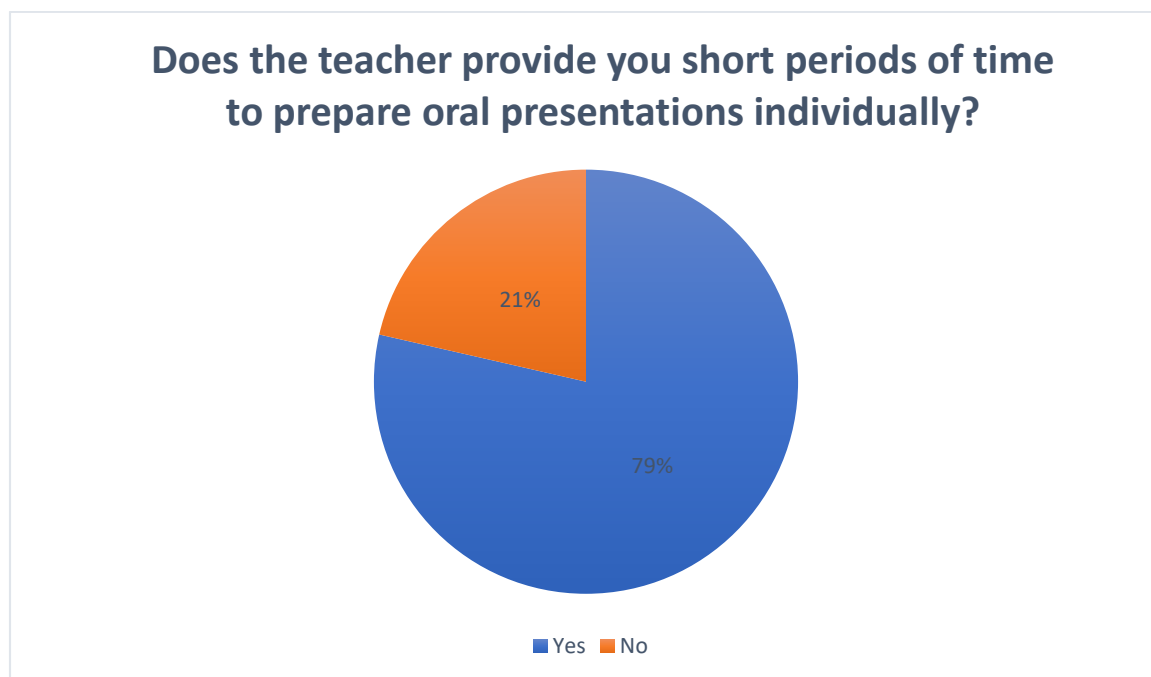
Graphic 5 Time to practice



Source: Information obtained by the research through an online survey.

According to this data, 71% of students showed they have a short period of time where they can have the opportunity to practice English in oral form with the rest of their classmates. It indicates they can express their opinions about a specific topic given by the teachers. As well, teachers can listen to those students while they are developing their oral production during the English class.

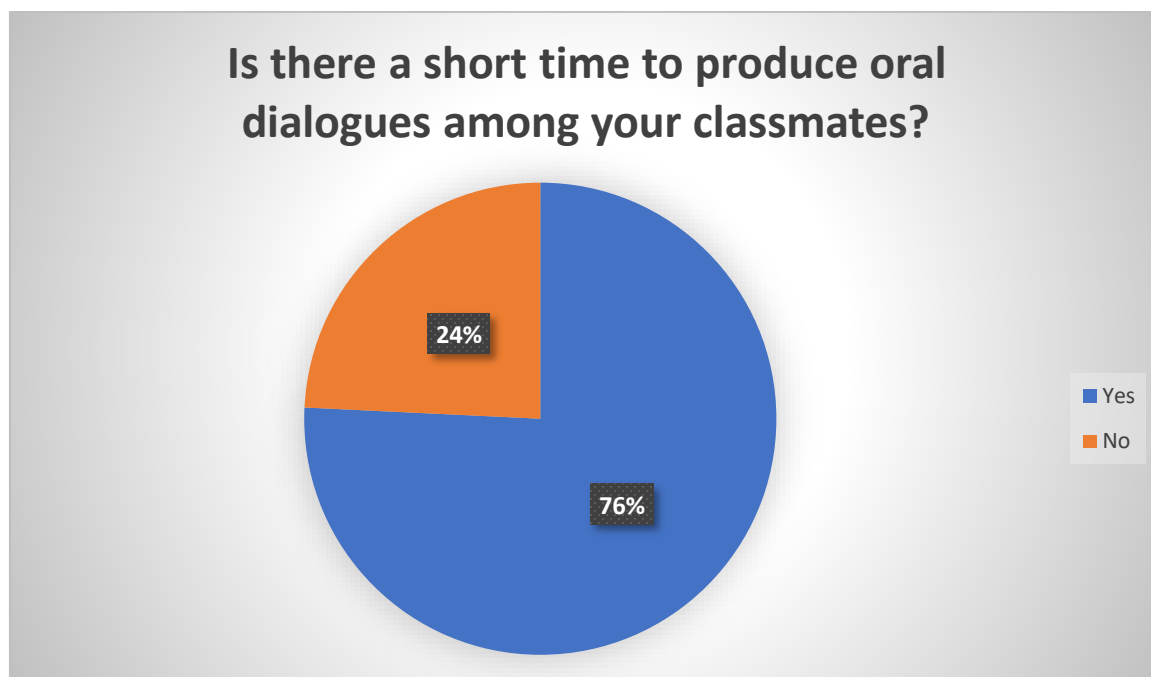
Graphic 6 Time to prepare oral presentations



Source: Information obtained by the research through an online survey.

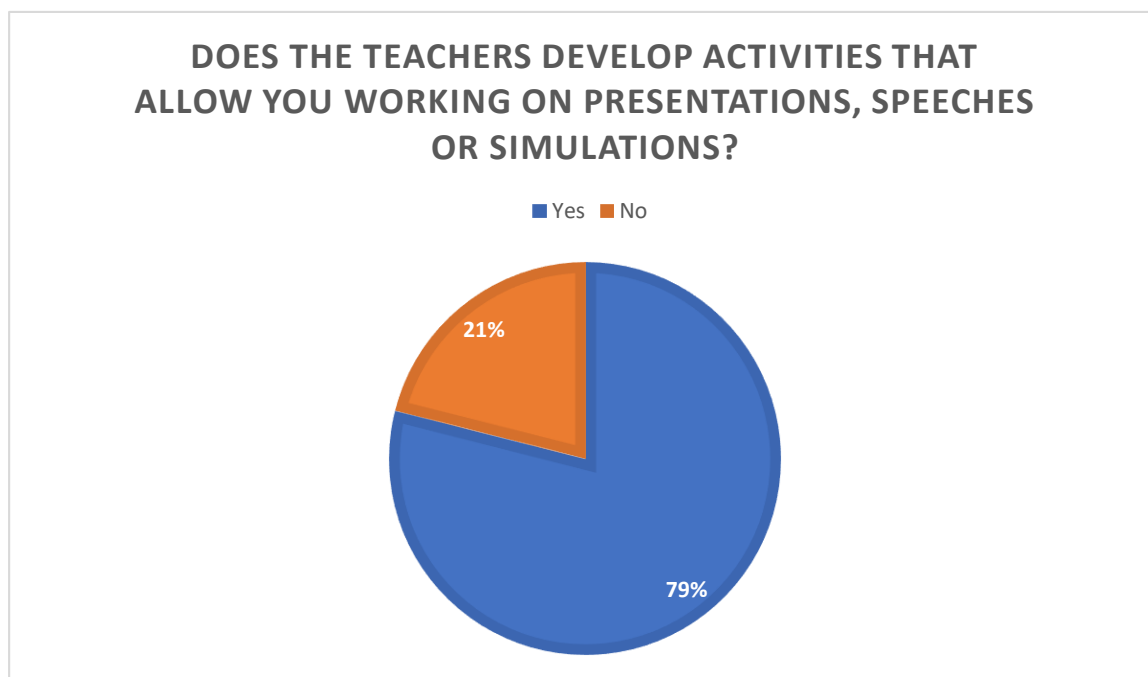
As perceive in the previous graphic, 79% of the students declared that the English teacher gives them a short time to prepare oral presentations individually. It indicates that students get a specific time to prepare what they have to explain in that moment to improve their production in English class.

Graphic 7 Time to practice with classmates



Source: Information obtained by the research through an online survey

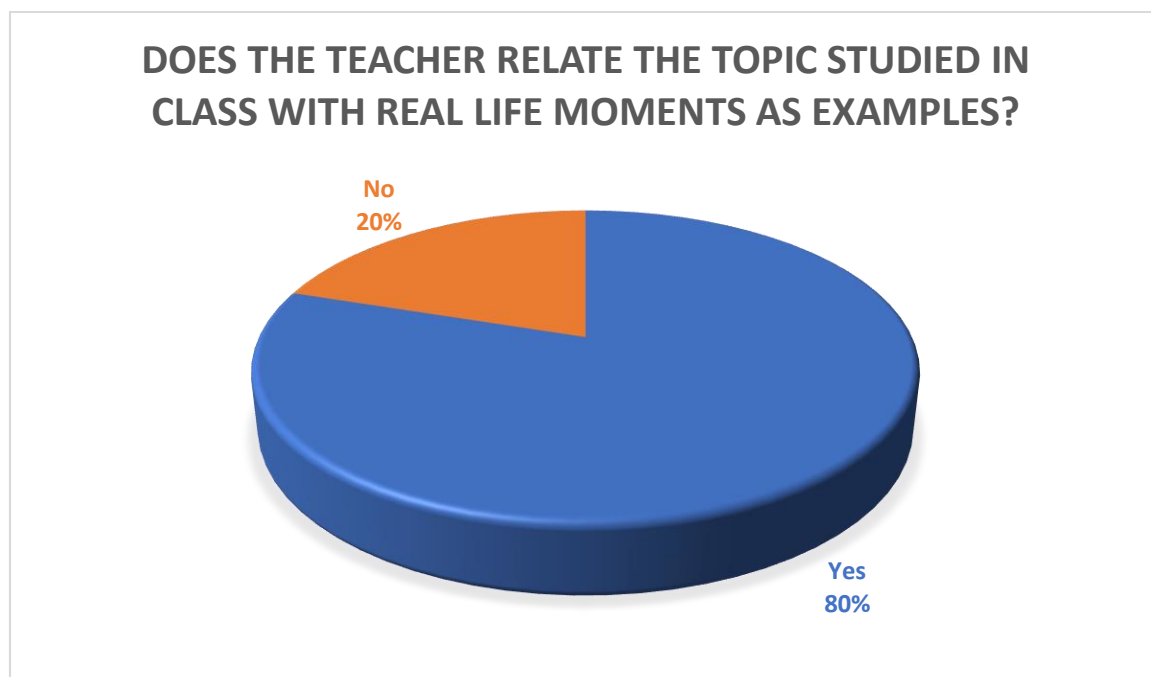
According to graphic 7, the reader notices that 76% of the students specified that there is a short period of time to have oral dialogues in the class. It evidences those learners have the chance to develop their oral dialogues with their classmates during English class.

Graphic 8 Activities like presentations, speeches, or simulations.

Source: Information obtained by the research through an online survey.

79% of the students emphasized that the English teacher develops different oral activities to develop in class. It shows that teenagers work on oral presentations, speeches, or simulations to improve their speaking in English class.

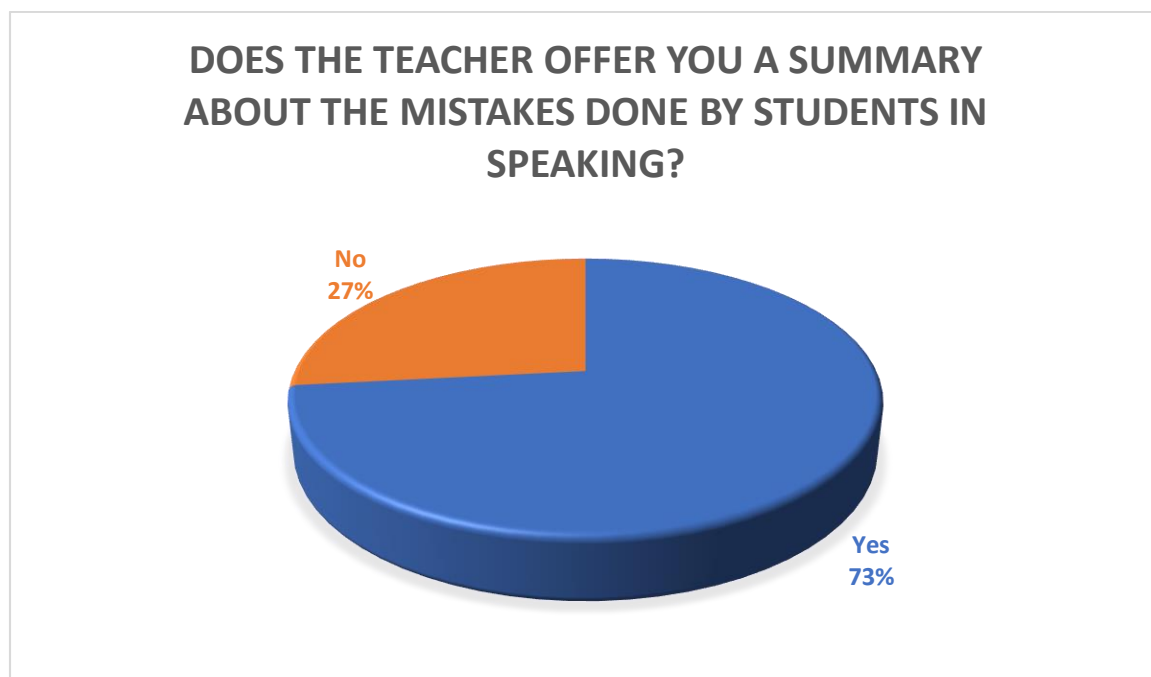
Graphic 9 Topics related to real moments as examples



Source: Information obtained by the research through an online survey.

As the reader can recognize, 80% of the students pointed out that English teachers compare what they are studying with life moments they have experienced as examples. Based on that information, students could communicate their ideas based on their daily basis. In that way, they easily remember and share their personal opinions about the topic.

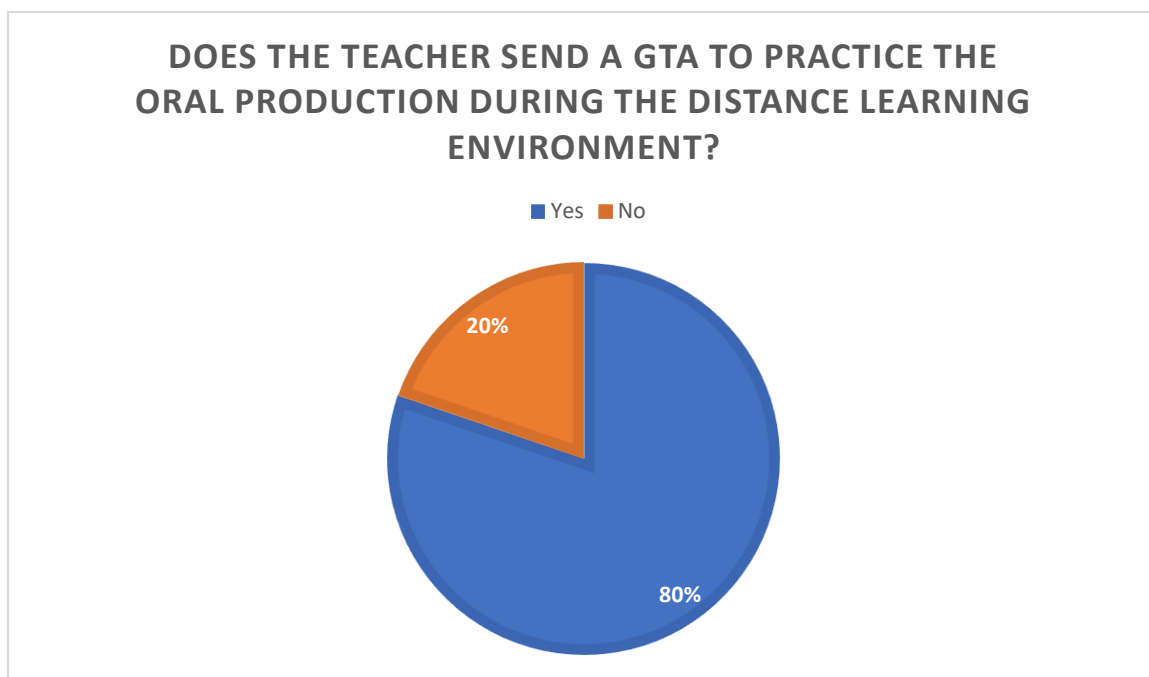
Graphic 10 Summary at the end of each class



Source: Information obtained by the research through an online survey.

In this graphic can notice that 73% of the students expressed English teachers offer a review about errors in phrases or pronunciation. Students benefit from this action because they can have the opportunity to check their mistakes during their oral production and improve their speaking during their learning process avoiding common mistakes. In this way feedback plays an important role in the learning process they are exposed at.

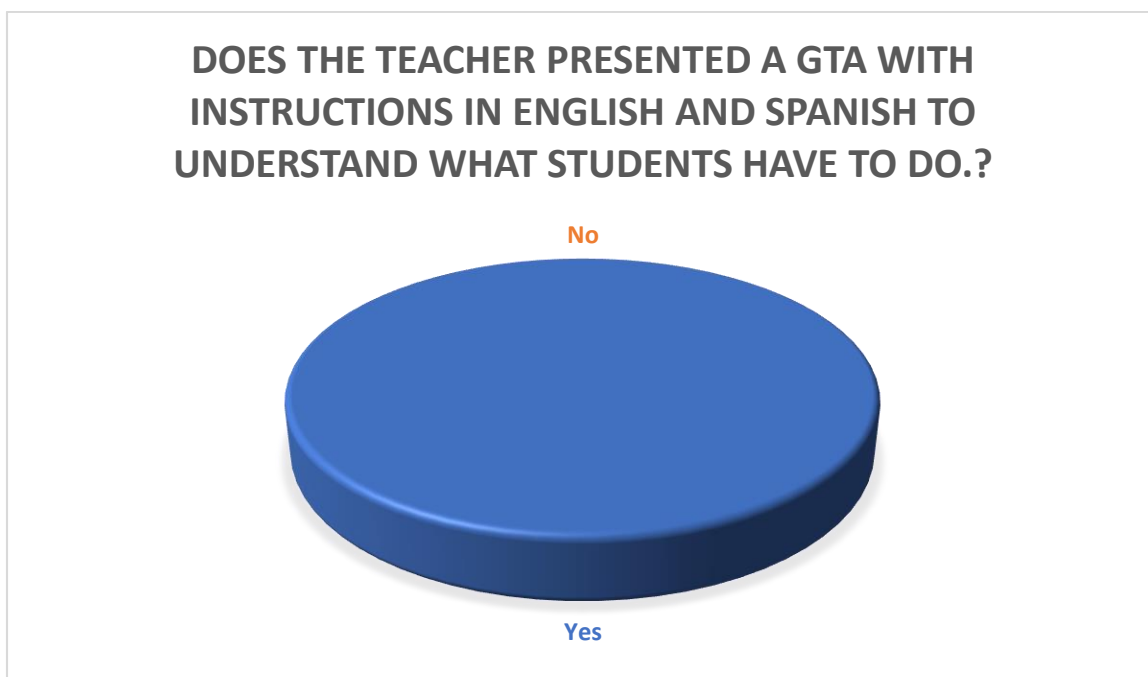
Graphic 11 GTA for oral production



Source: Information obtained by the research through an online survey.

As depicted in the graphic above 80% of the learners indicated that English teachers sent them a GTA to practice oral production at home. Students worked on the material provided by the teachers and shared with them the evidence of their assigned tasks.

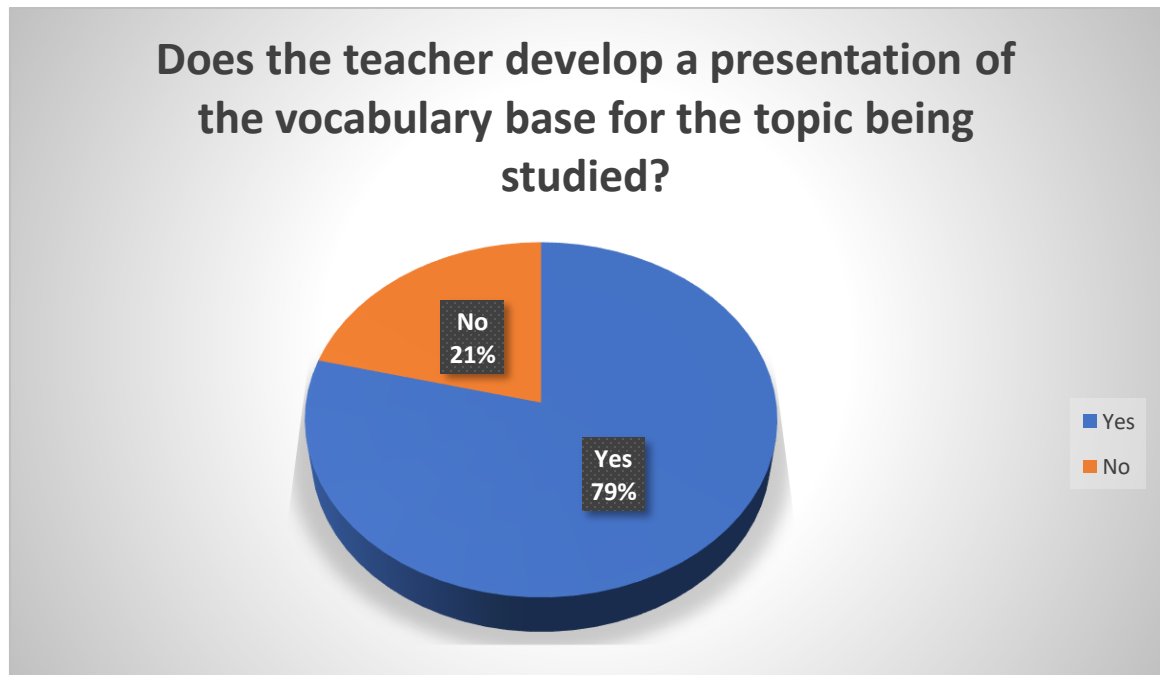
Graphic 12 Explanation of instructions in English and Spanish presented in the GTA.



Source: Information obtained by the research through an online survey.

The graphic 12 shows 100 % of the group affirmed English teachers made use of the English and Spanish language in the GTA to help students understand better what they had to develop. It is a guide for them to improve their knowledge and get a clear message.

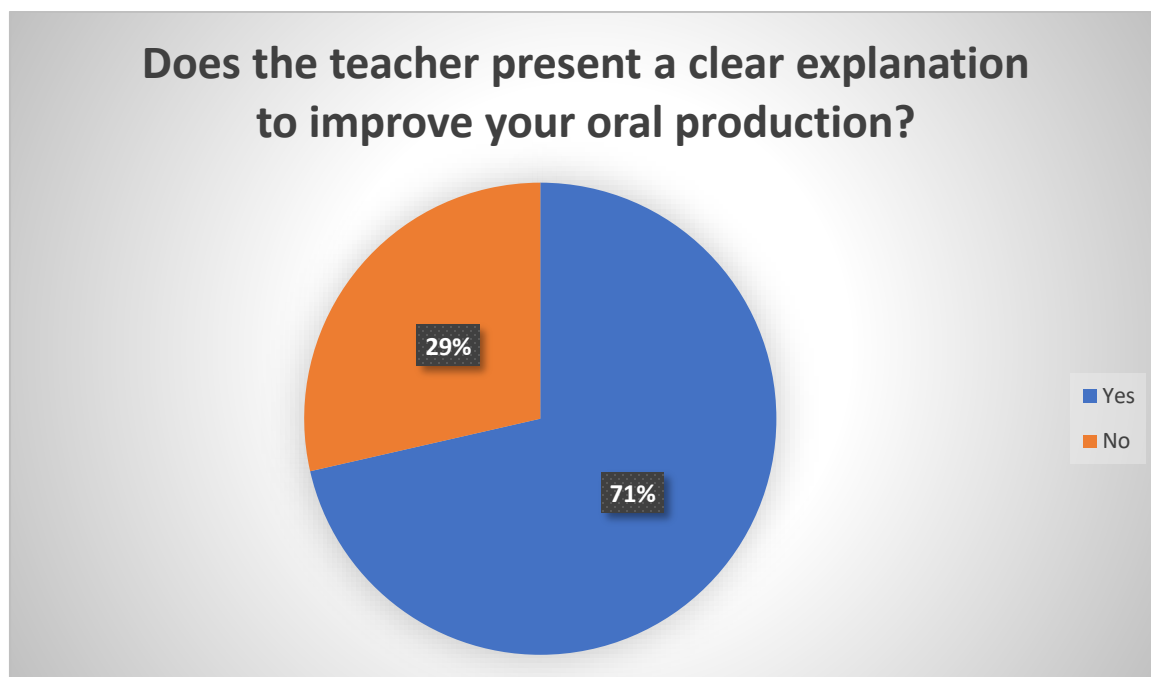
Graphic 13 The use of vocabulary in presentations



Source: Information obtained by the researcher through an online survey.

In this graphic, the reader recognizes that 79% of the population indicated there was a previous introduction to the development of vocabulary in presentations by the teacher in the class. Related to this, there is a chance for learners to start getting new definition to have a better understanding. It also shows that there was a clear connection between the face-to-face class and the distance classes.

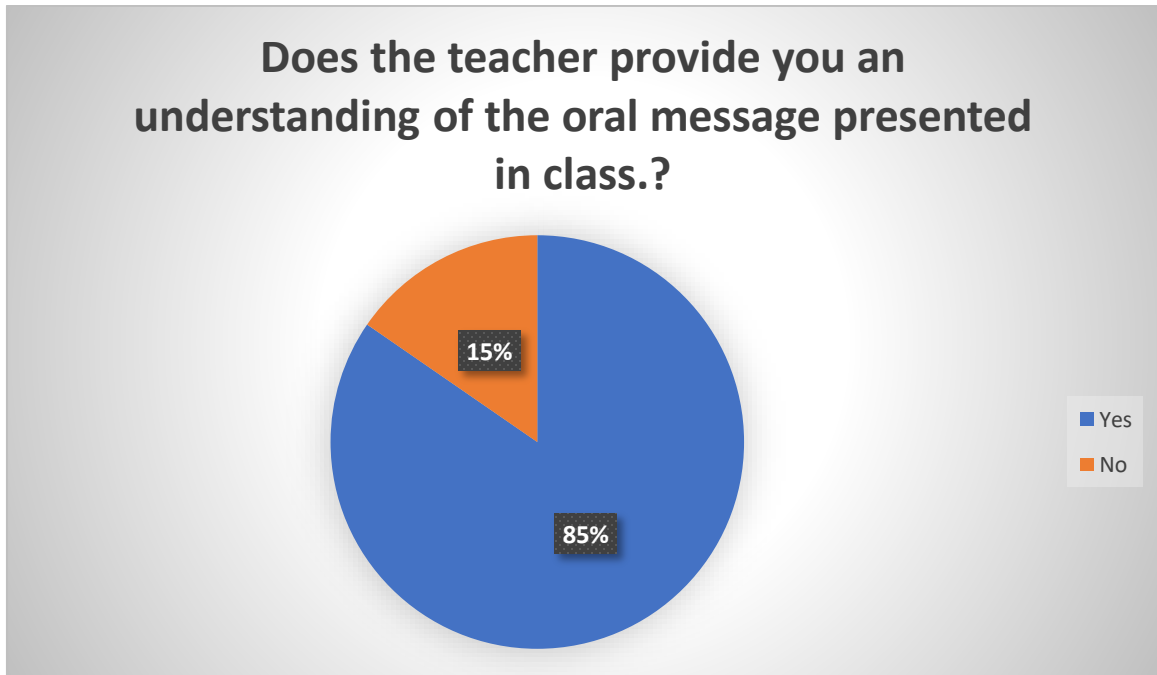
Graphic 14 Clear idea of improvement students' oral production



Source: Information obtained by the research through an online survey.

71% of students showed that teachers have a clear explanation where learners can have the chance to transmit a correct message through oral speeches following the instructions by English teachers to improve student's oral performance in their academic process. It means it is better for students because all population can share their ideas and feel sure about what they are explaining during their class and teachers can understand the correct idea that those students are saying in the class.

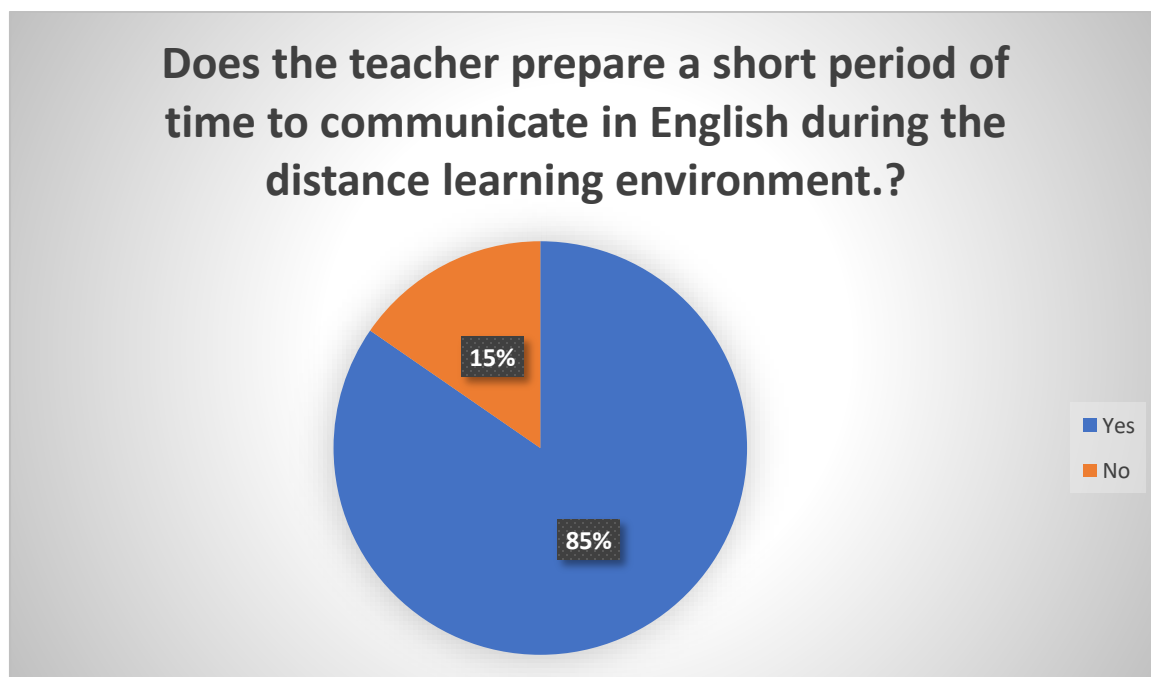
Graphic 15 Understanding of the oral message



Source: Information obtained by the research through an online survey.

The graphic 15 from the online survey indicates that 85% of teenagers consider teachers provide a clear understanding while they are developing their class. This means, teachers can understand what those students are speaking about a specific topic.

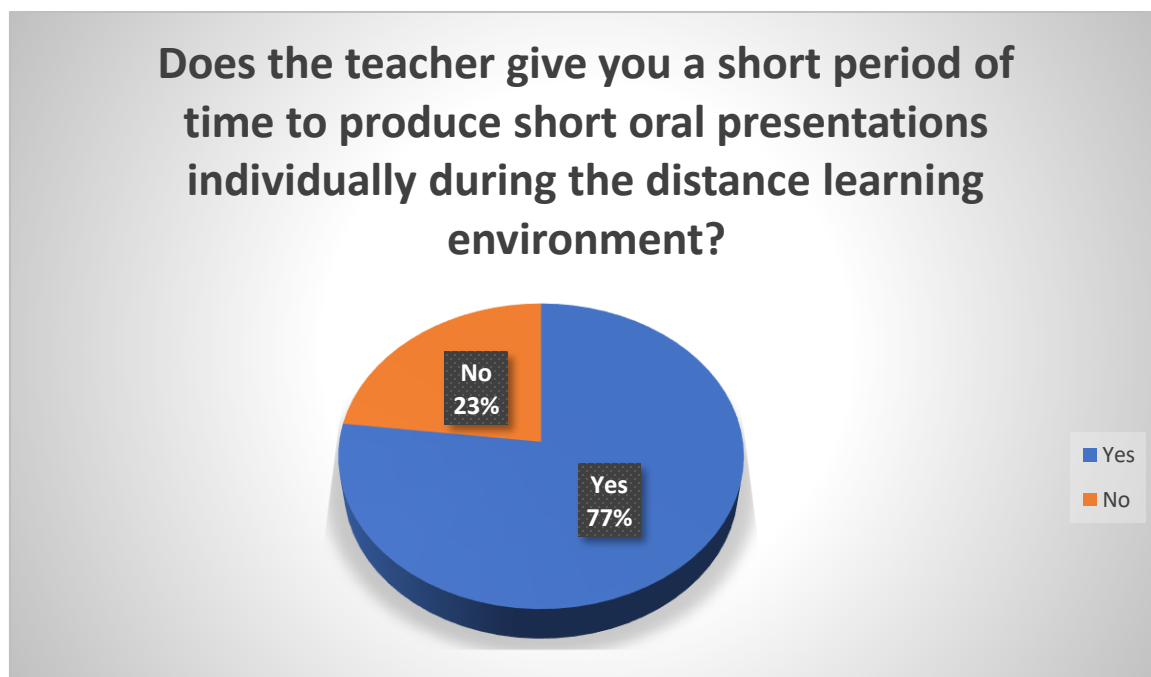
Graphic 16 Time to communicate in English



Source: Information obtained by the research through an online survey.

In the graphic above 85% of the students who are studying English as a career mentioned that English teachers prepare a short period of time where they can participate. It is evident that learners can have the opportunity to communicate, and the message can be understood by the rest of the class. Here the teacher guide students to have a clear idea in their oral production.

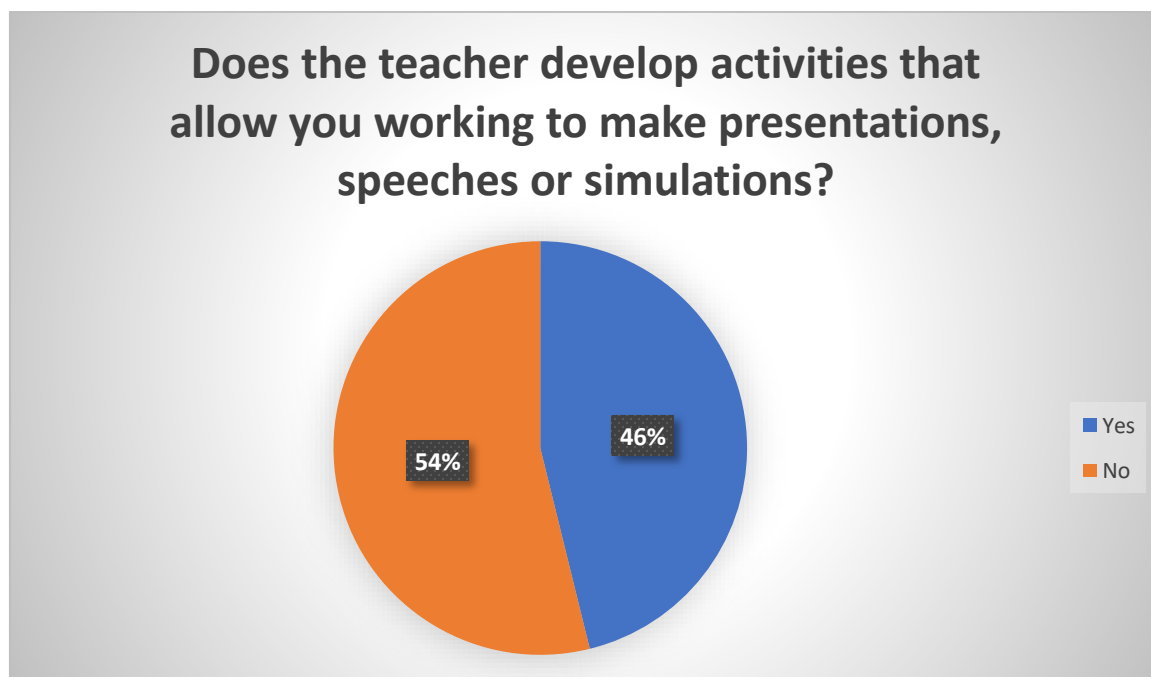
Graphic 17 Time to produce short oral presentations individually



Source: Information obtained by the research through an online survey.

The graphic 17 depicts that 73% of the students emphasized English teachers prepared a period where students could produce oral presentation individually during the distance learning class. It implies that students were able to have time for presentations in oral forms.

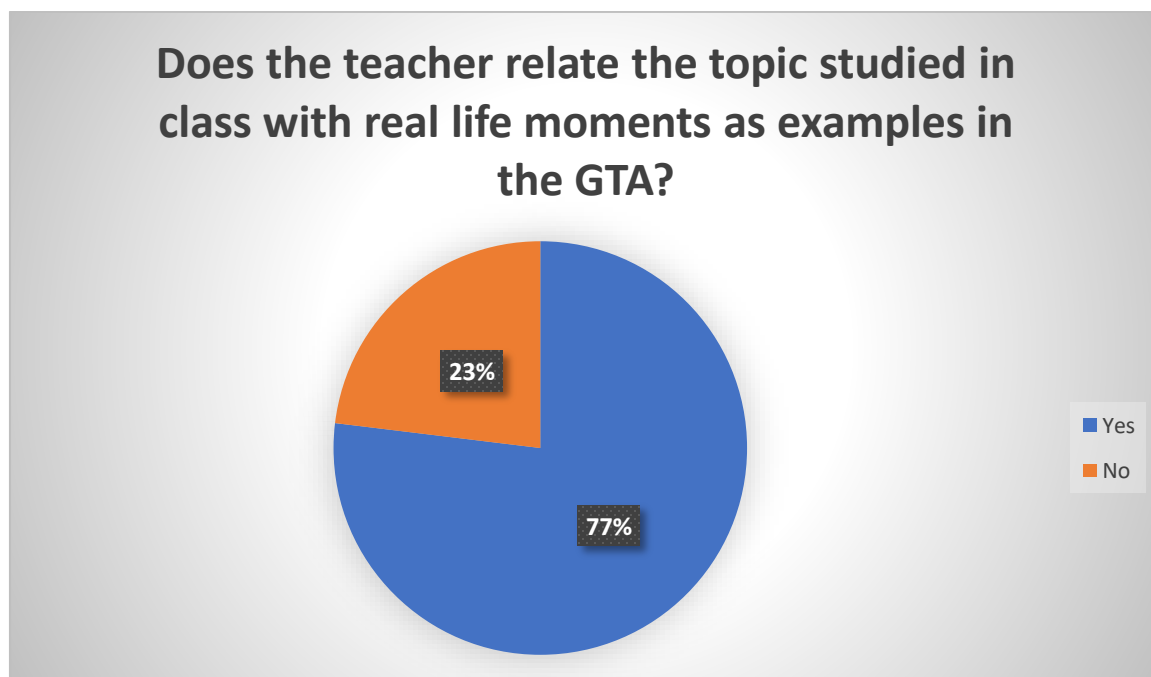
Graphic 18 Make activities: Presentations, speeches or simulations



Source: Information obtained by the research through an online survey.

According to this graphic, 54% of this group indicated teachers allowed working on different activities such as presentation, speeches, or simulations. It means during their distance learning class, students must prepare an activity mentioned before and explain it with their own words, it represents students can develop their oral production through different activities during their distance learning environment.

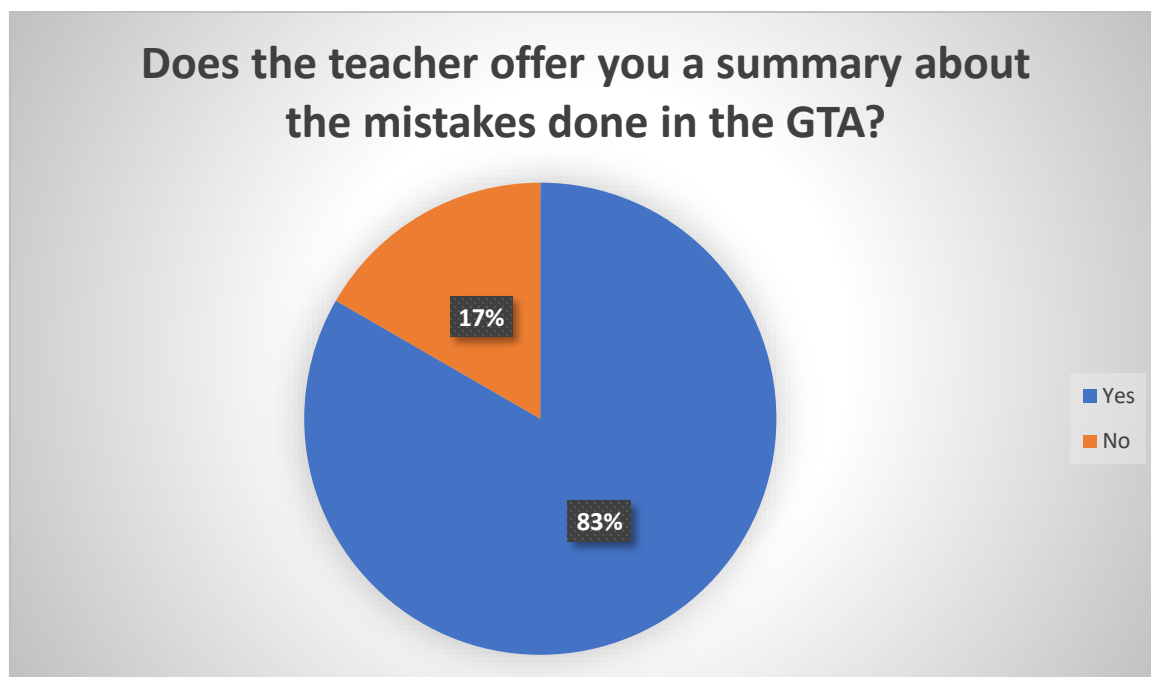
Graphic 19 Personal experiences developed in class



Source: Information obtained by the research through an online survey.

This graphic represents, 77% of the applicants showed English teachers related different topics developed in class with real life moments they had. According to this information, this correlation of the classroom and the real life can help the students to easily communicate in the target language.

Graphic 20 Summary of student's mistakes



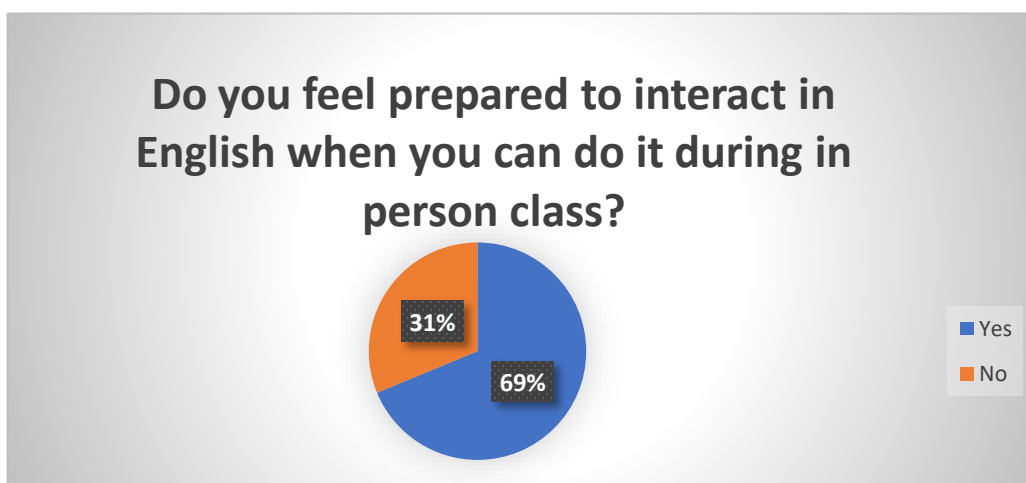
Source: Information obtained by the research through an online survey.

According to this graphic, 83% of people indicated English teachers offered a summary about the mistakes they had in their oral production during their distance learning. This information is important because students do not only receive feedback from regular classes but also from distance lessons. In that way, they can improve and avoid the mistakes.

4.2. Impact of the methodology implemented by teachers over students' oral improvement.

In this part of the research, the reader would find information concerning the impact of methodology to increase the oral performance in students during in- person classes.

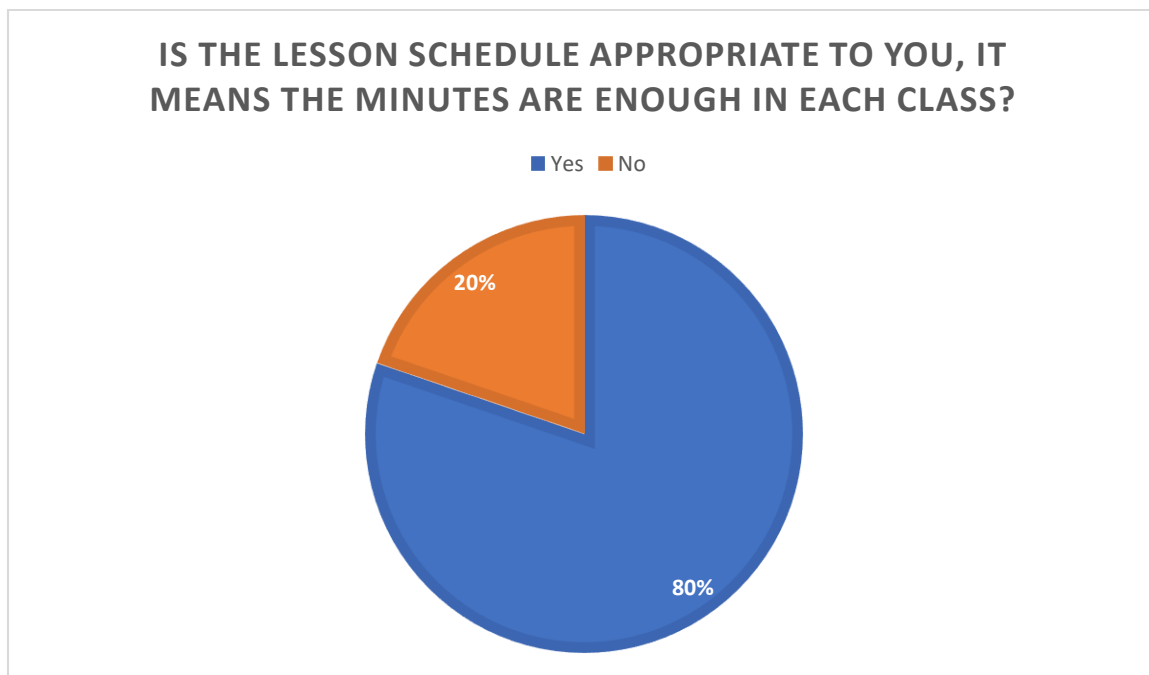
Graphic 21 Communication in any time



Source: Information obtained by the research through an online survey.

As the reader notices, 69% of these students affirmed they feel ready to interact with their classmates using English during their distance learning. This information relates directly with those students who want to practice their oral production and they feel they can do it at any time.

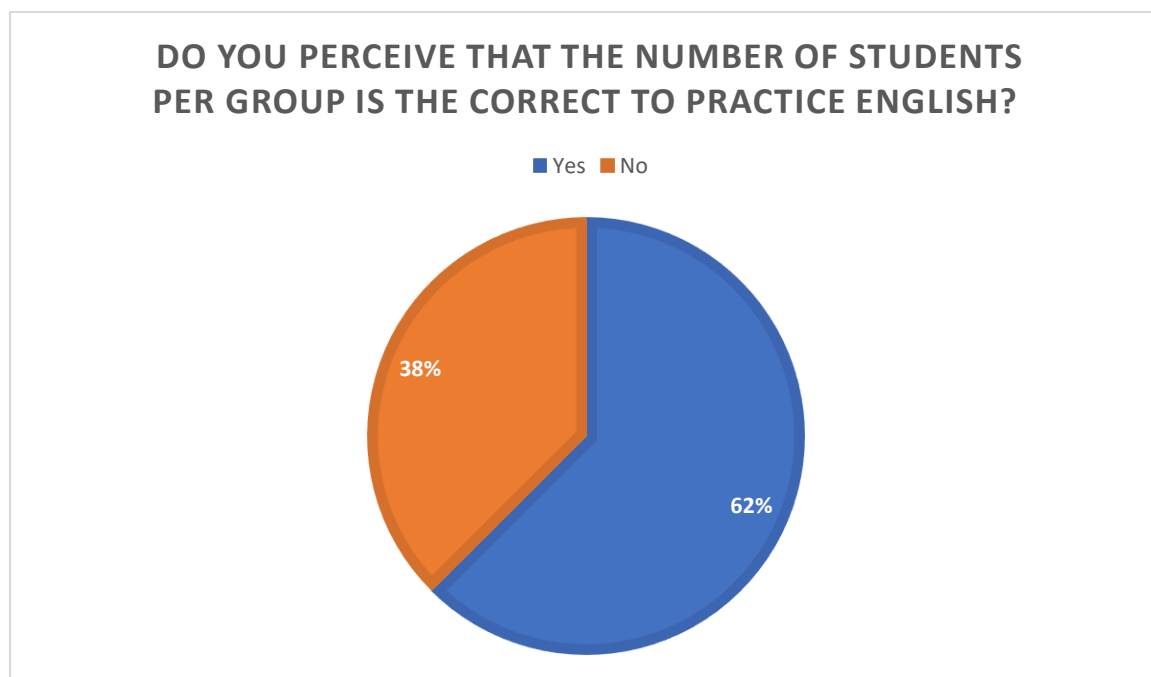
Graphic 22 Lessons schedule



Source: Information obtained by the research through an online survey.

In this graphic, the reader can observe 80% of learners chose they have an appropriate schedule to their context, the number of minutes of each class is enough to learn English. It helps them to have a routine in the process and emphasize their learning. Having a schedule that somehow is like their regular classes before COVID-19 is an important strength.

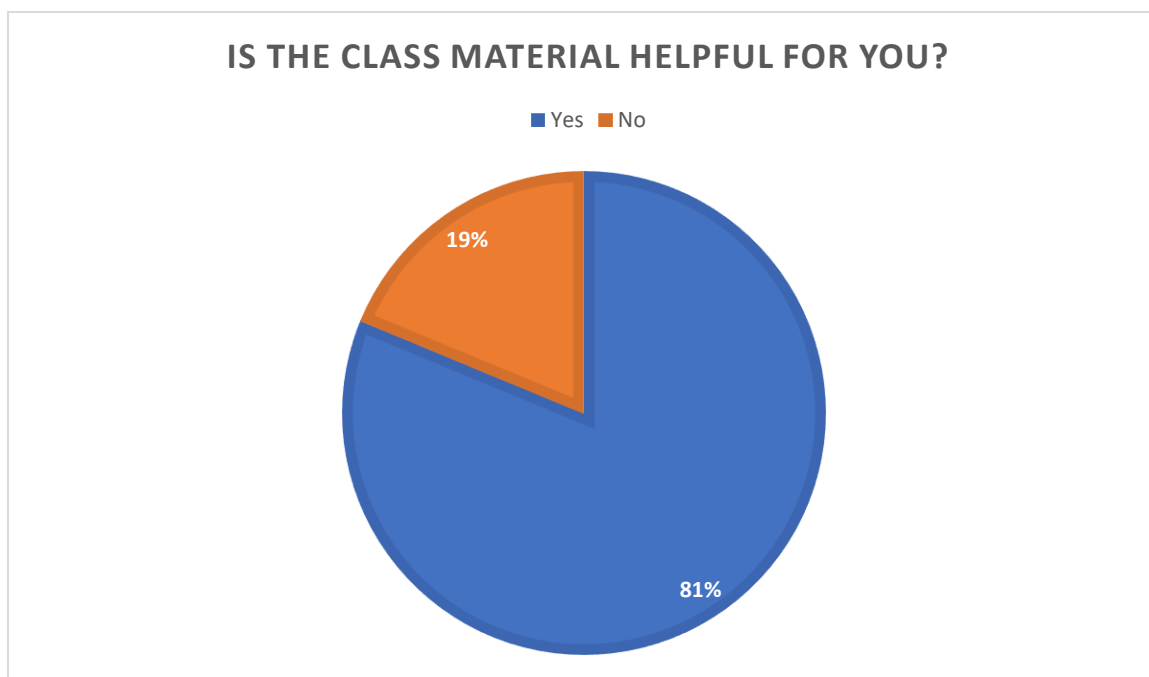
Graphic 23 Number of students per group



Source: Information obtained by the research through an online survey.

As the reader notices, 62% of these students affirmed they feel ready to interact with their classmates using English communication during their class, they perceive the number of students in the group is something that favors them in the participation.

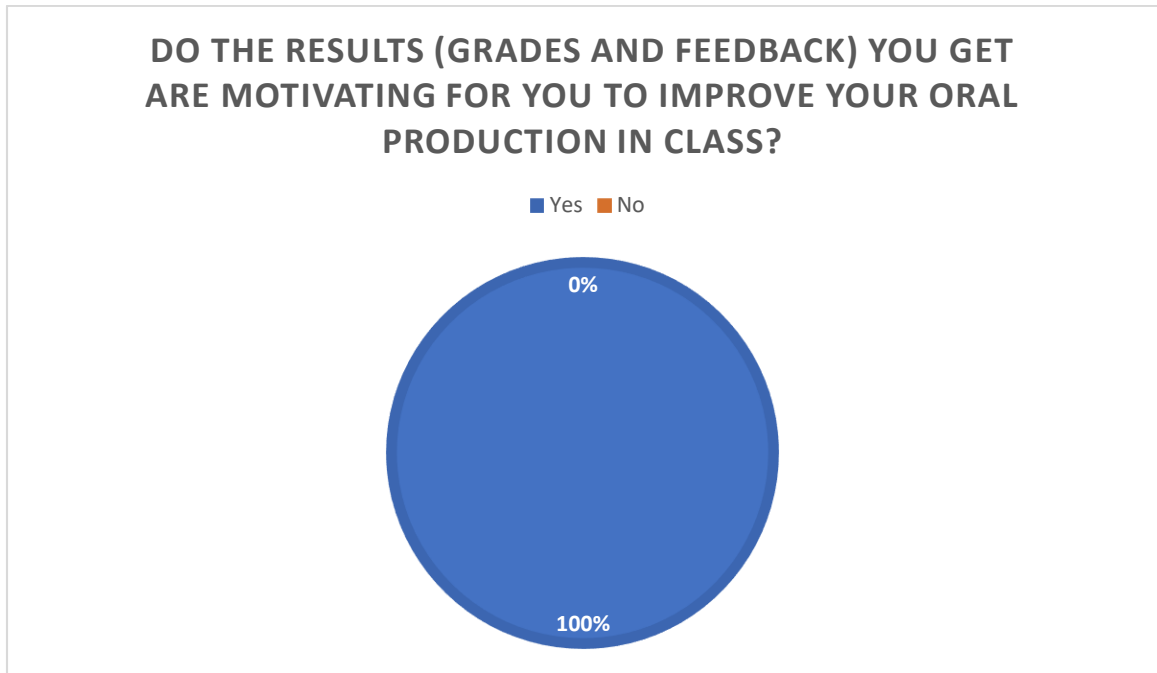
Graphic 24 Materials



Source: Information obtained by the research through an online survey.

In this graphic 81% of the group specified that the class material was helpful for them. It shows students have the necessary materials to prepare oral activities to present in class. This indicates students have a chance to participate using those materials teachers provide.

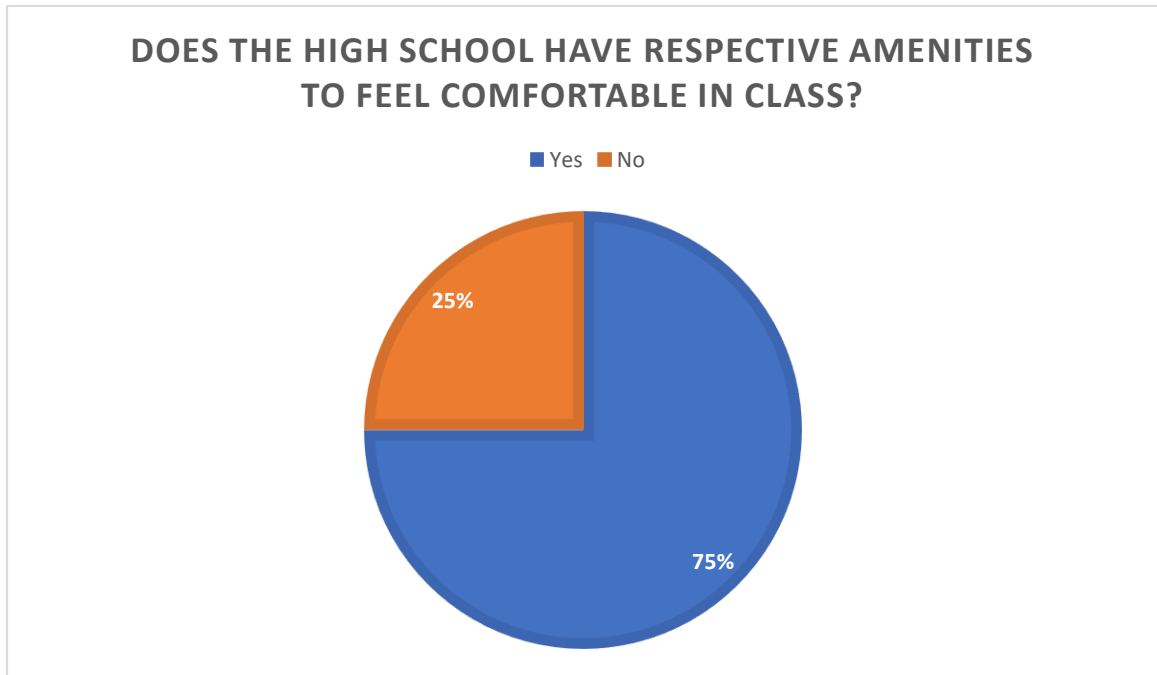
Graphic 25 Results of grades or feedback



Source: Information obtained by the research through an online survey.

The graphic 25 shows that 100% of the students feel motivated with the results (grades) and feedback they obtained. This helps them to be enthusiastic and avoid making the same mistakes in their communication.

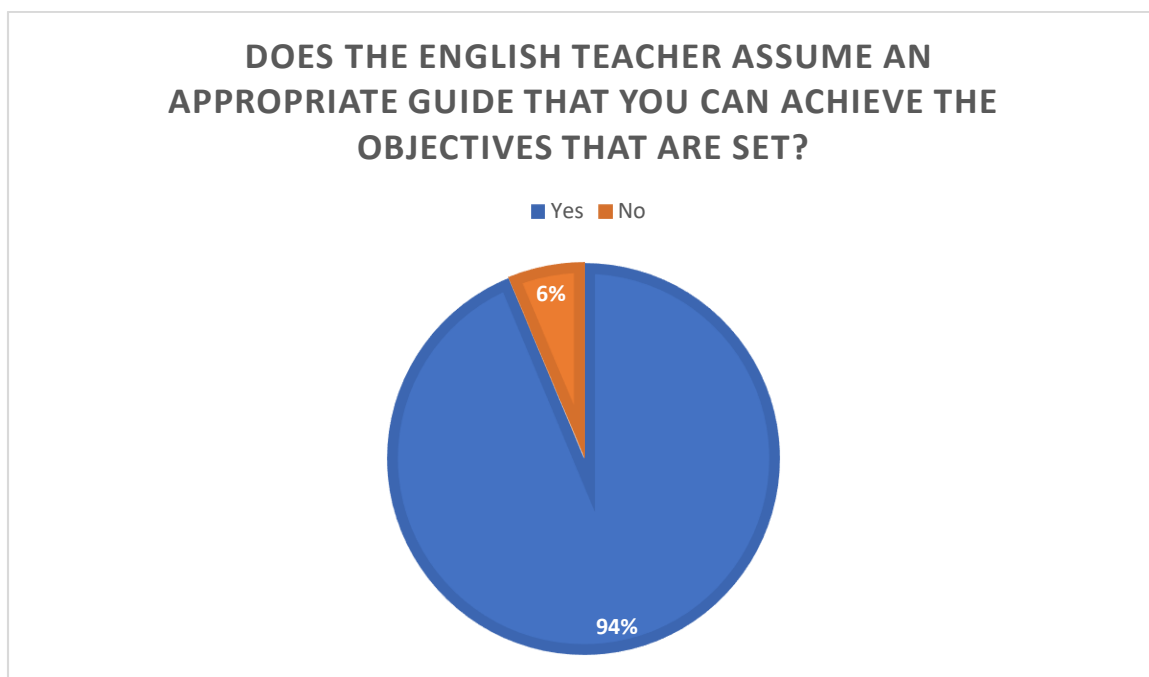
Graphic 26 School amenities



Source: Information obtained by the research through an online survey.

In the previous graphic, 75% of the students have the respective amenities to develop their speaking in the learning process. It implies that students receive all they need in their high school to study English.

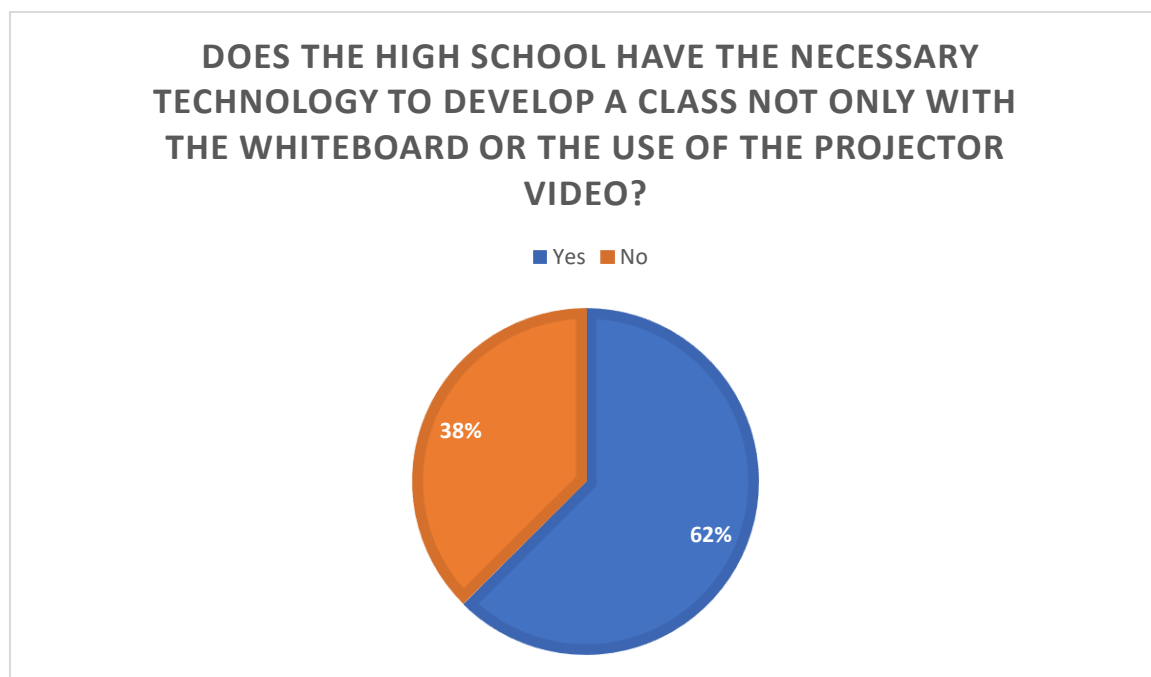
Graphic 27 An appropriate guide



Source: Information obtained by the research through an online survey.

According to this data, 94% of the population indicated that the teacher assumed the role of guidance to help them achieve the objectives in the class.

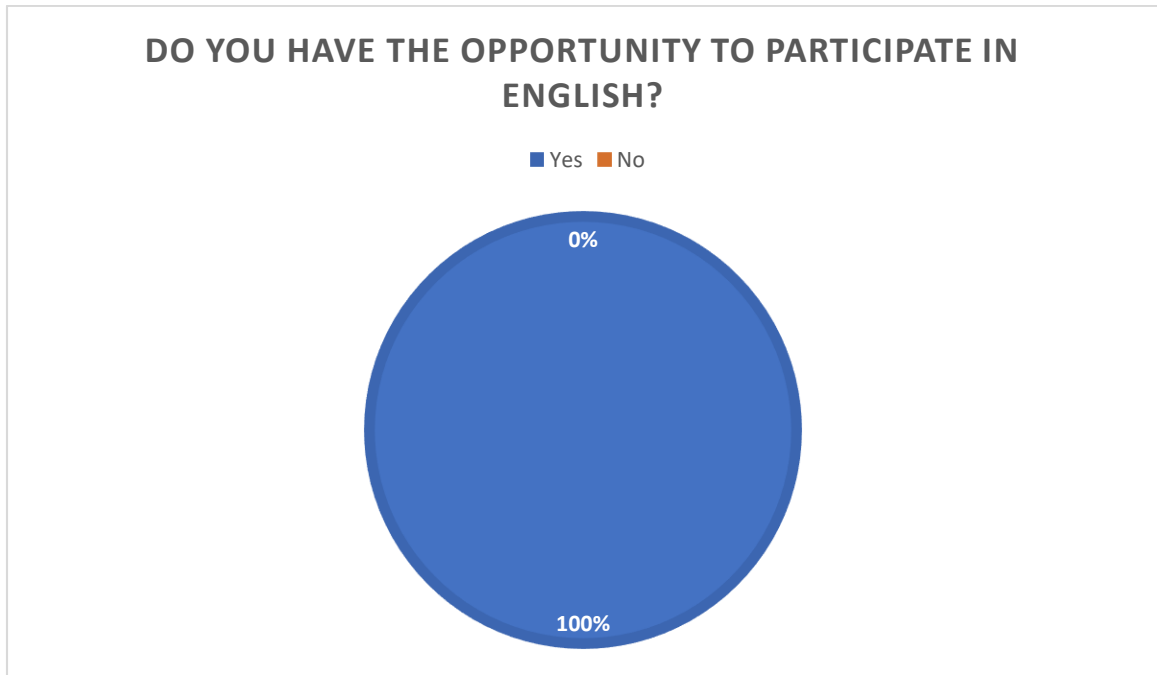
Graphic 28 Technology in the classroom



Source: Information obtained by the research through an online survey.

62% of the students indicated to have the necessary technology to develop a class and they can have the facilities to concentrate and pay attention on how to pronounce or improve their grammatical structures. In this process of combined education is necessary to have access to technology to enhance learning. A significant 38% of students lack the necessary technological tools to get better results in class. By technological tools the researcher means a computer, access to internet and a good connectivity.

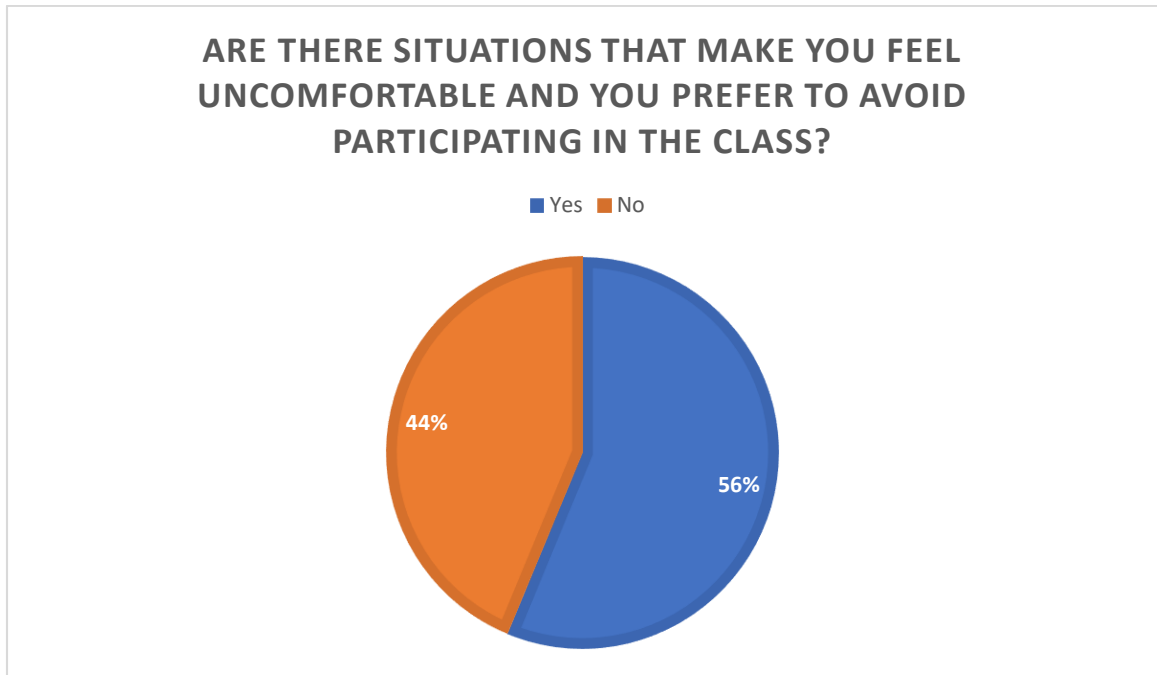
Graphic 29 Participation in class



Source: Information obtained by the research through an online survey.

The following graphic depicts that 100% of the students had the chance to participate in English. Thus, it indicates that students are able to understand and explain the topics they have covered in English language. It implies that they can be understood by teachers during their English classes.

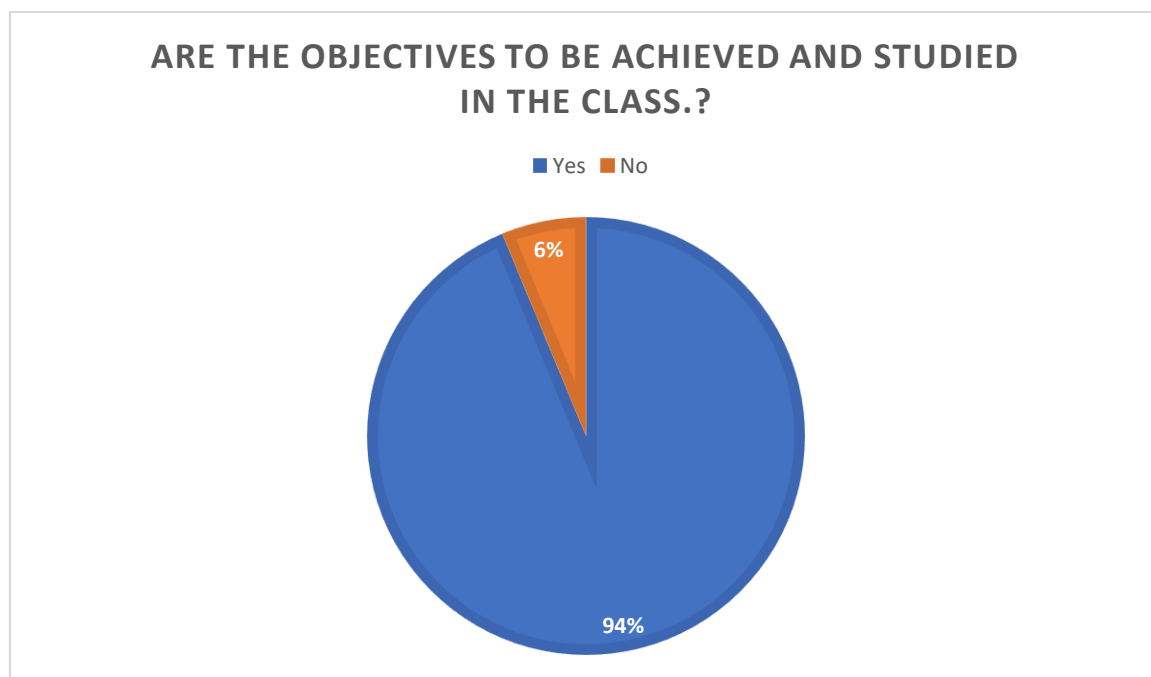
Graphic 30 Students' participation



Source: Information obtained by the research through an online survey.

In the previous graphic, 56% of the students declared that there are situations that make them feel any threat where they do not participate in class. It indicates that students have moments they do not feel comfortable when they want to express their opinions, it could be they feel afraid to make mistakes in their speaking.

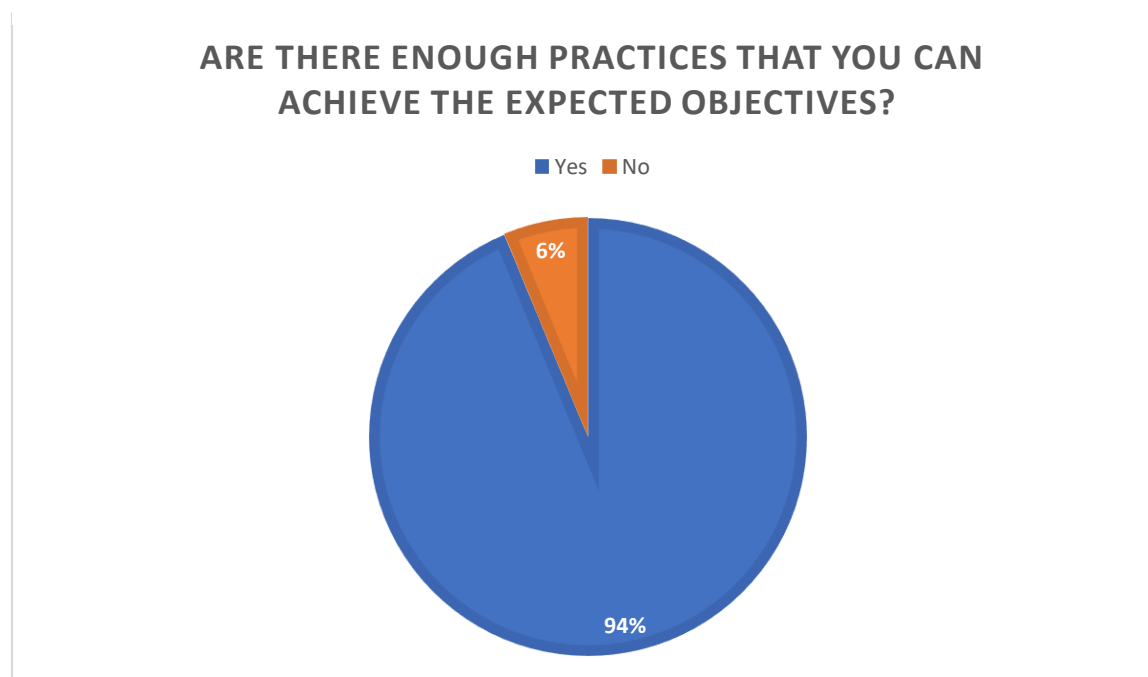
Graphic 31 Objectives achieved in class



Source: Information obtained by the research through an online survey.

In the graphic 31, the reader notices that 94% of the teenagers mentioned the objectives are achieved and studied in class, it lets them to get all important details in their English process, this focuses on students can have the opportunity to analyze and practice what they are studying in their class.

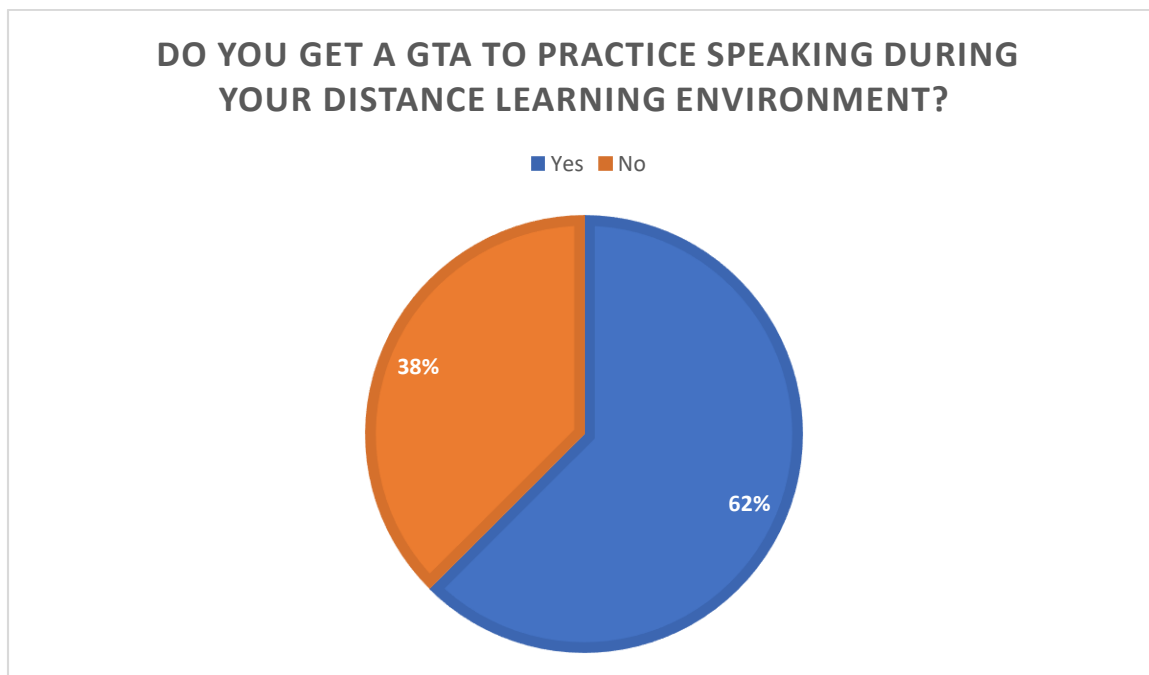
Graphic 32 Practices related to objectives



Source: Information obtained by the research through an online survey.

According to this graphic, 94% of those applicants present they have enough practices to practice English in oral way, it implies English teacher give them the necessary practices that expect the objectives during their English lessons, it is very helpful for those students because they have different way to develop their language in oral class.

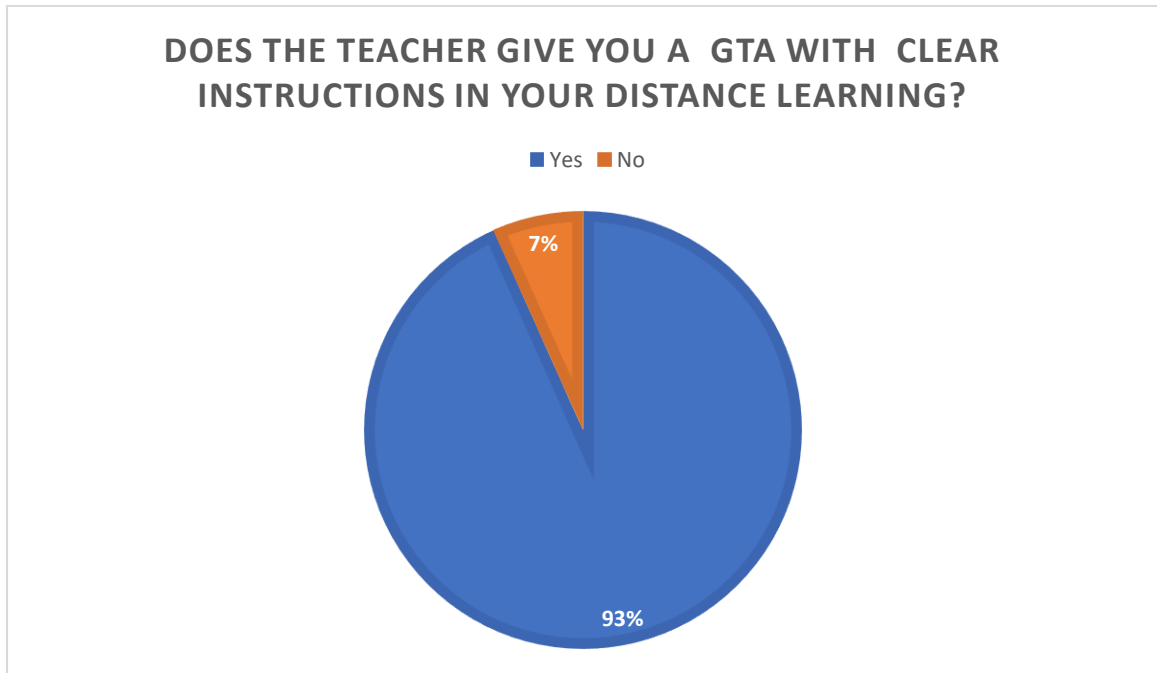
Graphic 33 GTA in oral production



Source: Information obtained by the research through an online survey.

In the previous graphic, 62% of the students demonstrate that they get a GTA to enable their oral production. It indicates, those learners can develop their GTA in English to improve their speaking during their distance learning.

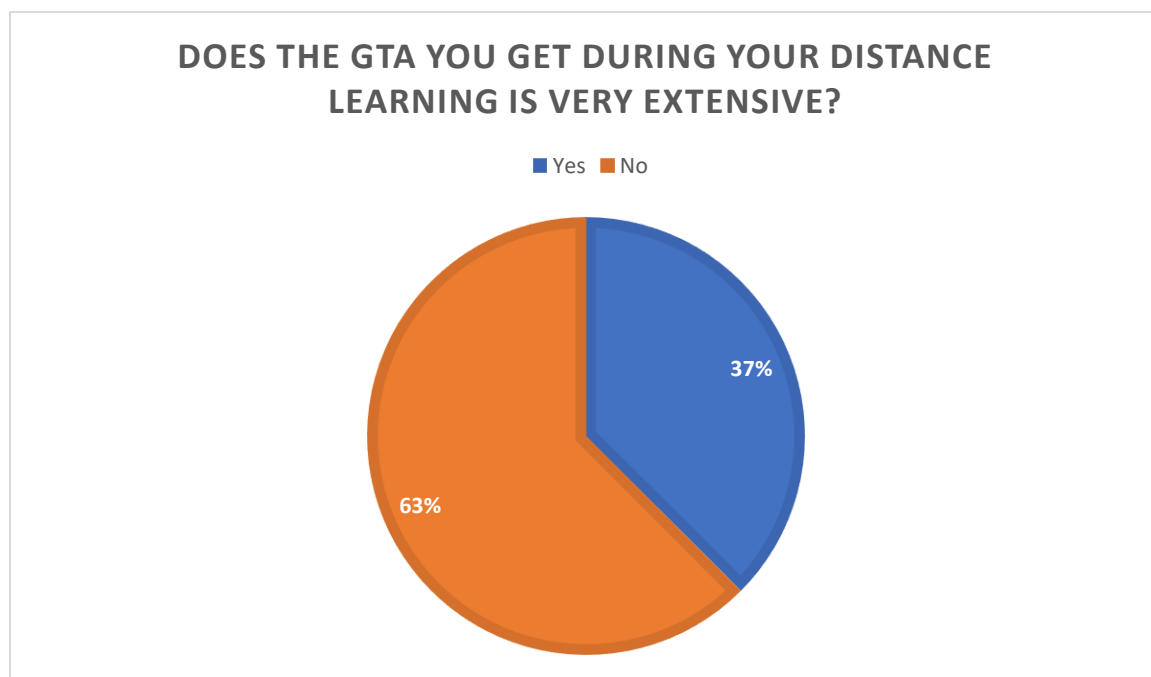
Graphic 34 Clear instructions in the GTA



Source: Information obtained by the research through an online survey.

In graphic 34 the reader would notice that 93% of the population indicated that there is a previous GTA with clear instructions given by the teacher in the class. To this respect it is evident that students can have a chance to start gaining new concepts and getting prepared to have a better oral production.

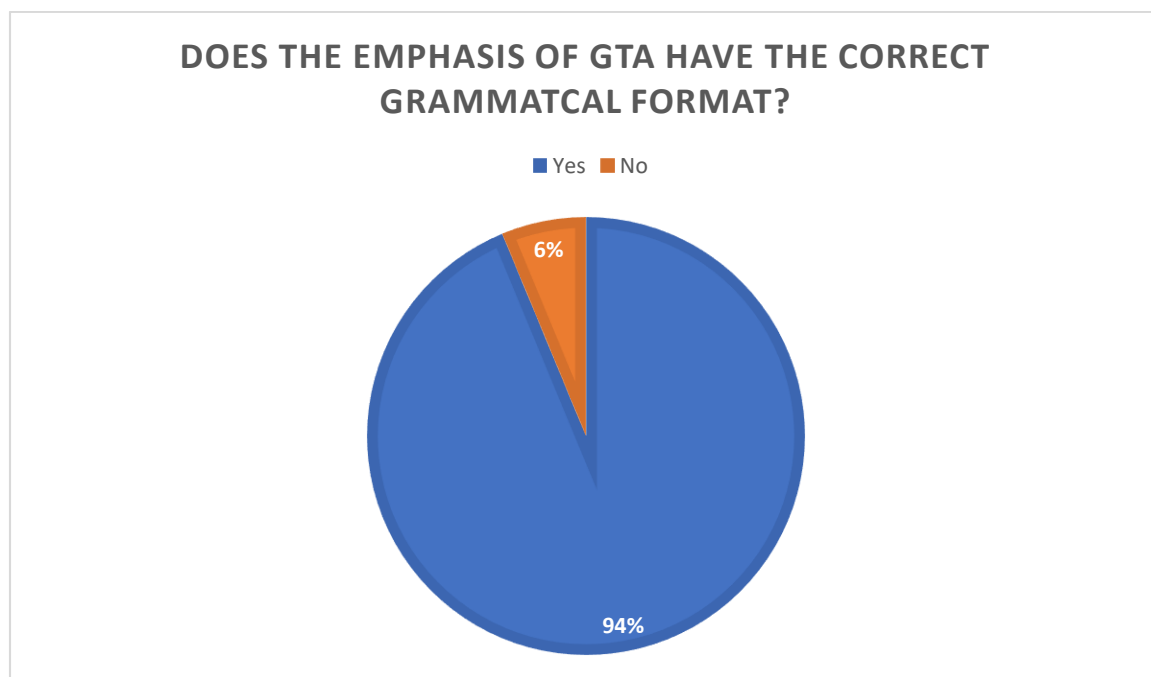
Graphic 35 Extensive GTA



Source: Information obtained by the research through an online survey.

This graphic represents, 63% of these applicants showed they get an extensive GTA given by the English teacher, it implies students can have enough exercises to develop using their oral production, this refers to those students can be prepared to practice and present all exercises in the oral form for their teachers during their distance learning.

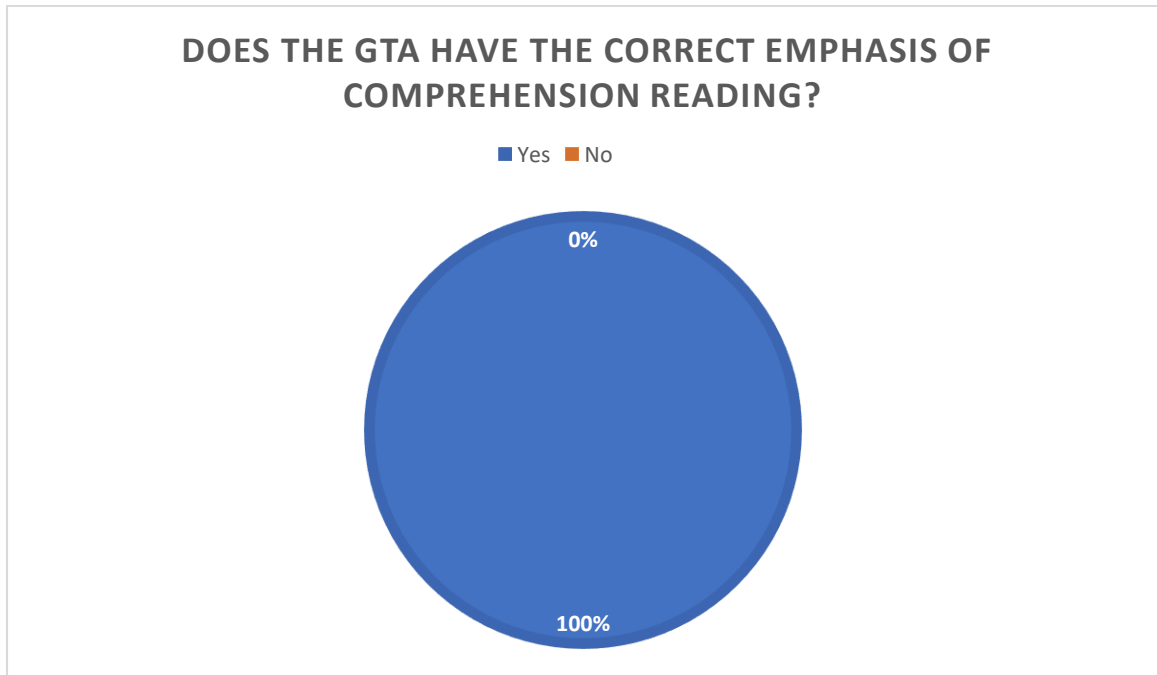
Graphic 36 GTA grammar



Source: Information obtained by the research through an online survey.

As the reader can see, 94% of teenagers presented they have the emphasis of the GTA is grammatically correct, this is very useful for those students to understand what they have to do because they can present all exercises developing in oral form. According to that information, there is a previous chance where those guys can prepare their ideas and express them improving their oral speaking.

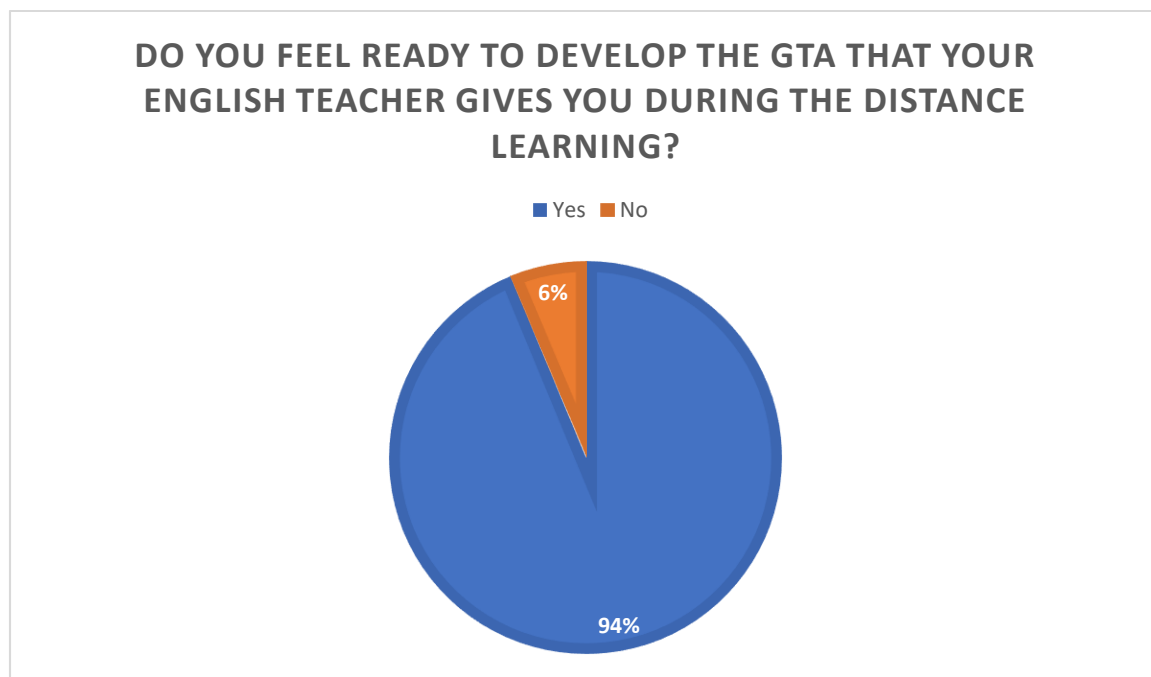
Graphic 37 GTA reading comprehension



Source: Information obtained by the research through an online survey.

All the population showed with 100%, they have the emphasis of the GTA Reading comprehension is correct, students can understand while they are reading the comprehension exercises, this means those people can analyze each statement to develop a correct work.

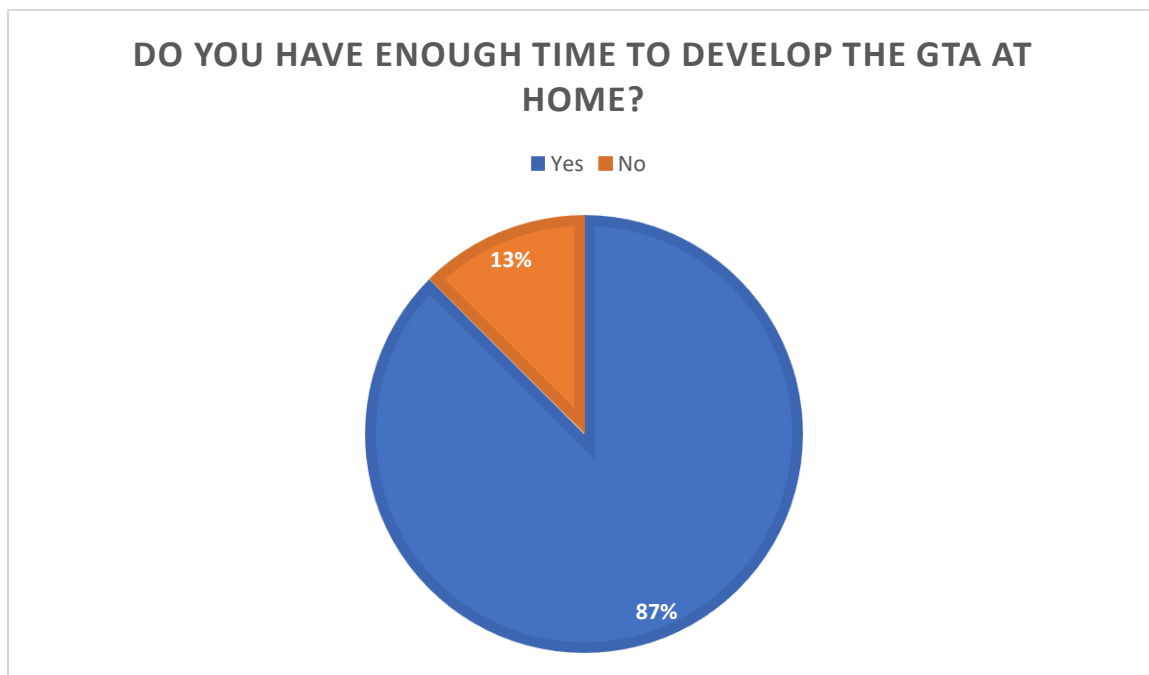
Graphic 38 Developing the GTA



Source: Information obtained by the research through an online survey.

94% of students feel ready to develop the GTA given by English teachers because they have practiced, and they want to show teachers they are able to develop their work in oral form. It demonstrates that students have shown an effort to improve their oral speaking and work on their mistakes they sometimes make, they can feel prepared to do each exercise in the GTA during their distance learning.

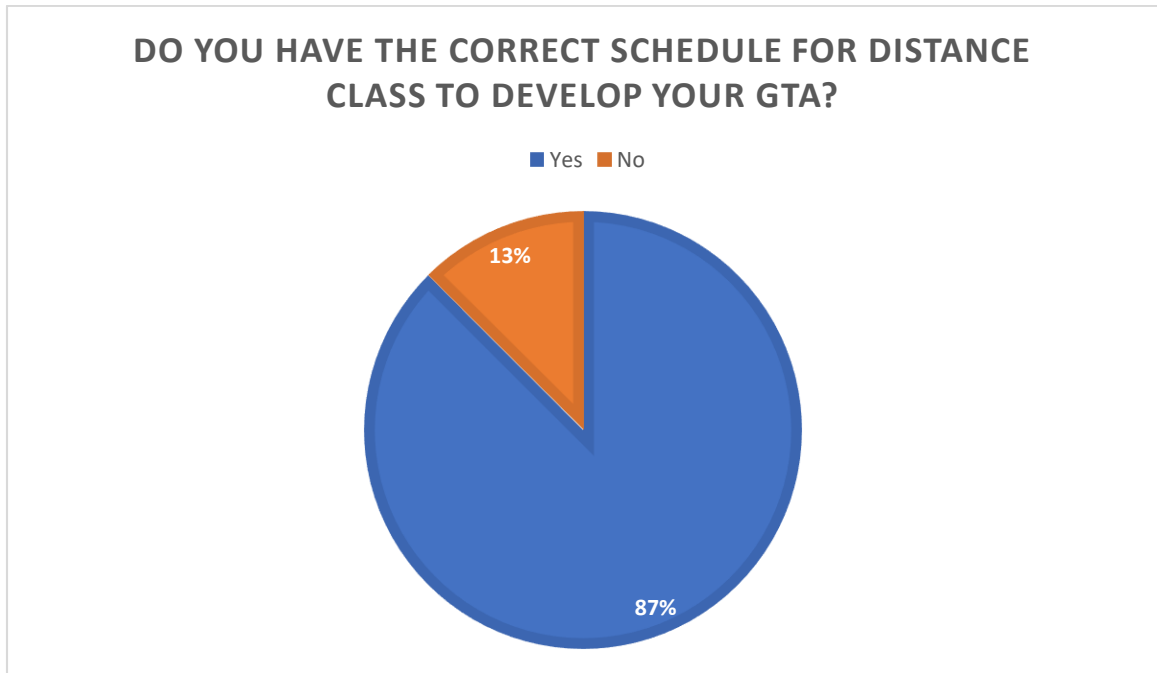
Graphic 39 Time to develop the GTA



Source: Information obtained by the research through an online survey.

This graphic represents with 87% of the population that students have enough time to develop the GTA, it implies students feel comfortable and they can be concentrated to do those statements that can be found in this document. Teachers have worked on those students to acquire new knowledge and it is easier to them to prepare their oral presentations by themselves.

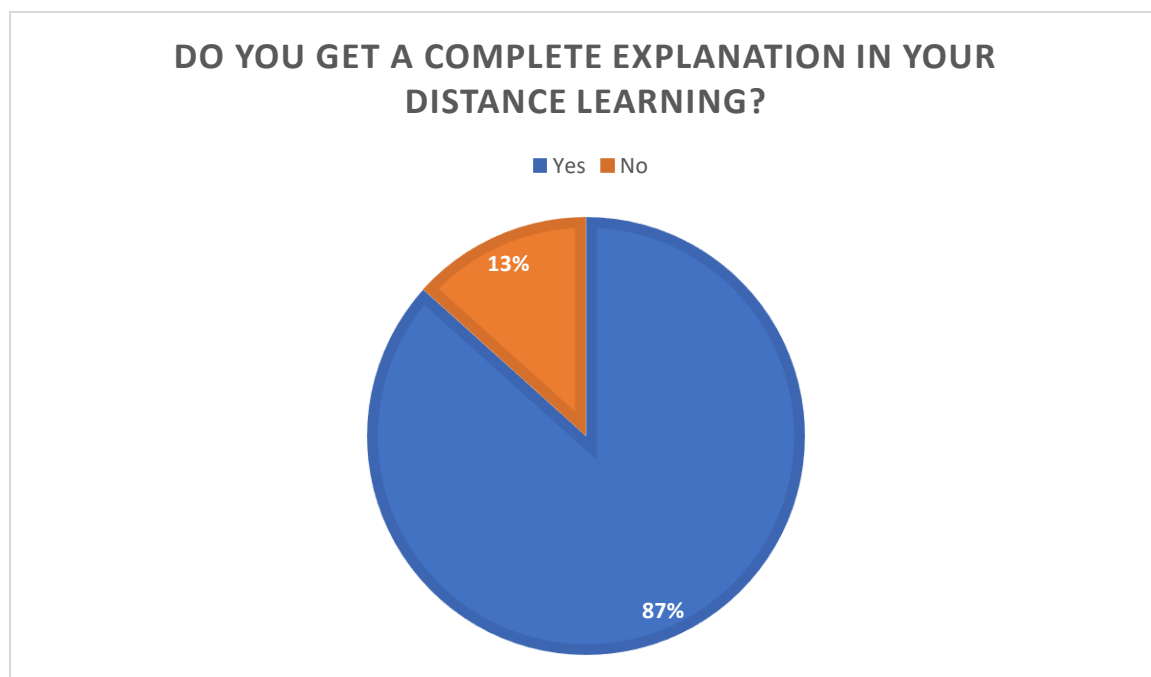
Graphic 40 Schedule for distance learning



Source: Information obtained by the research through an online survey.

According to this graphic, 87% of the group determined they have a schedule during their distance learning, it emphasizes students have to follow their schedule during their class, this is necessary for them because they can ask if they have doubts about a topic.

Graphic 41 A complete explanation in distance learning



Source: Information obtained by the research through an online survey.

This data shows that 87% of the learners expressed they get a complete explanation in their distance learning developed by their English teachers, as you can see, teachers explain all expected objectives to achieve their main purpose that is to have students improve their speaking correctly.

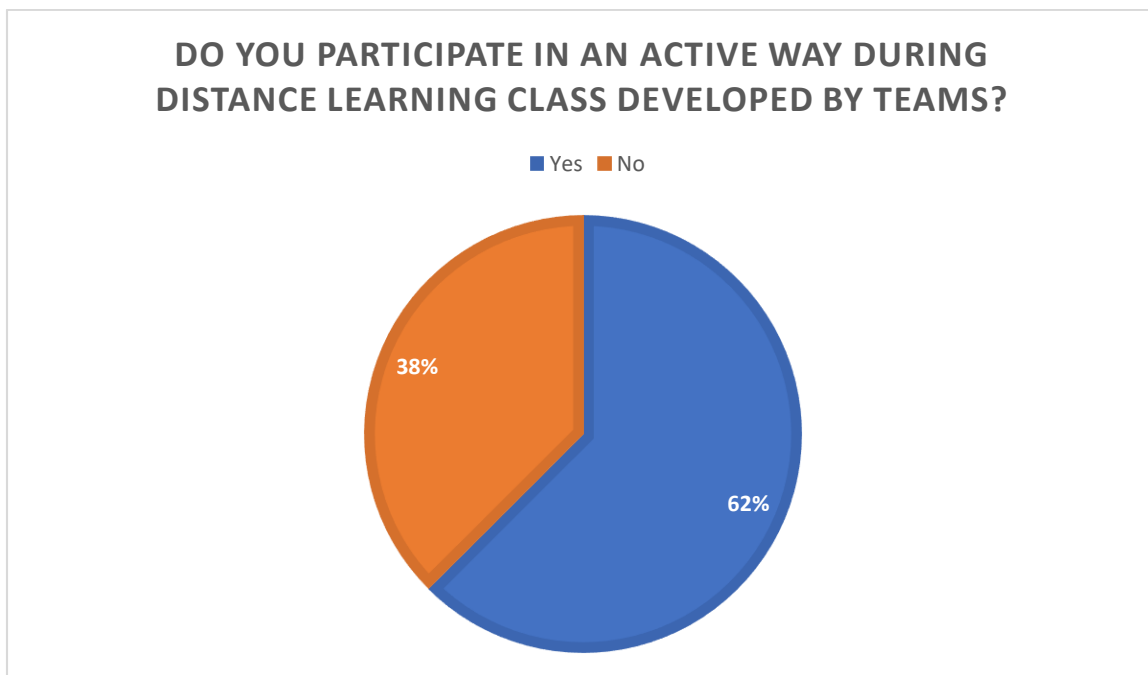
Graphic 42 Same lessons in distance learning



Source: Information obtained by the research through an online survey.

This graphic shows, 50% of people manifested they get the same lesson as they have in their high school during their distance learning developed by teams. To this respect it is evident that is difficult for some students they cannot have the same concentration in their house while they are having their meeting.

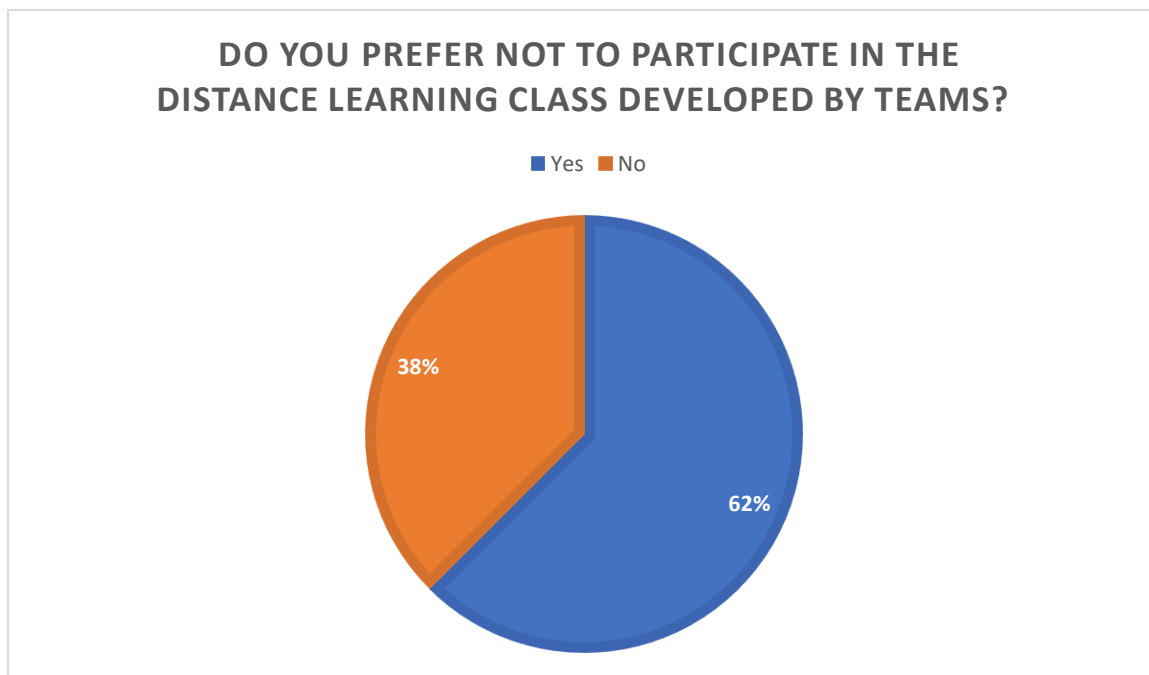
Graphic 43 Participation in distance learning



Source: Information obtained by the research through an online survey.

The graphic 43 depicts that 62% of the population participate in an active way during distance learning. This data refers to some students do not feel comfortable to express the ideas in front of the technology, this is very different because some of them prefer to have their normal lesson where they can feel comfortable developing their oral practices in the class.

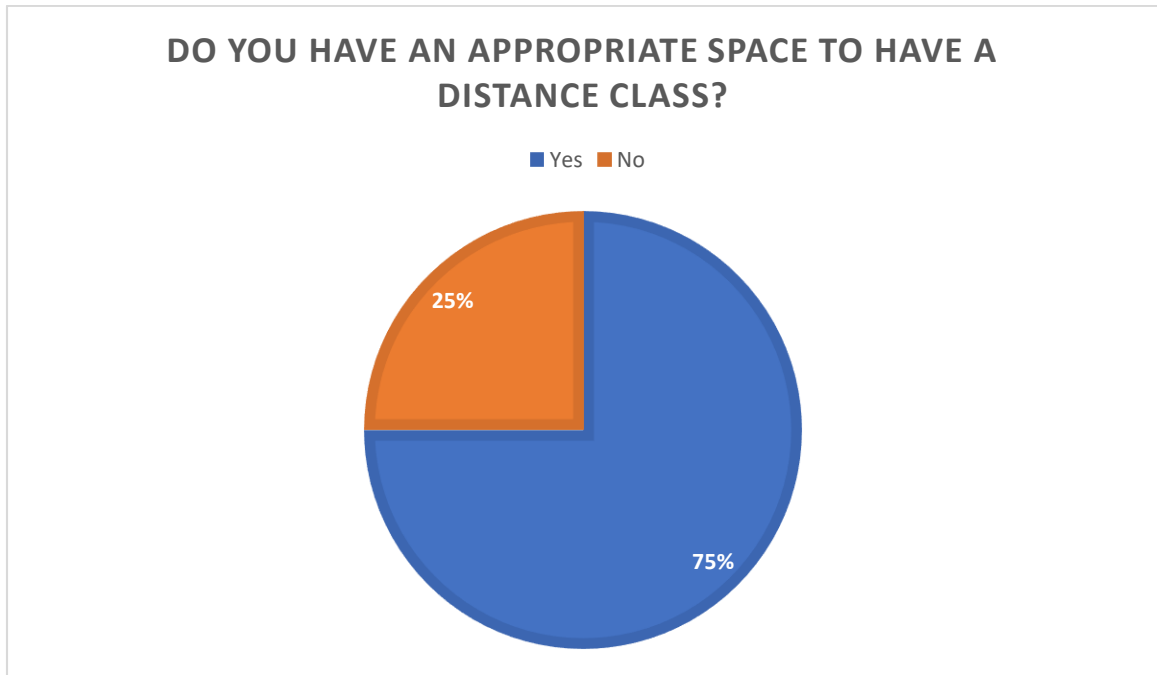
Graphic 44 Does not show interest in participating



Source: Information obtained by the research through an online survey.

In graphic 44, the reader would notice that 62% of the population indicated that some students do not want to participate in their distance learning developed by teams because they do not enjoy the way of this type of teaching, this represents they are not gaining new speaking abilities that they usually have when they are in the high school.

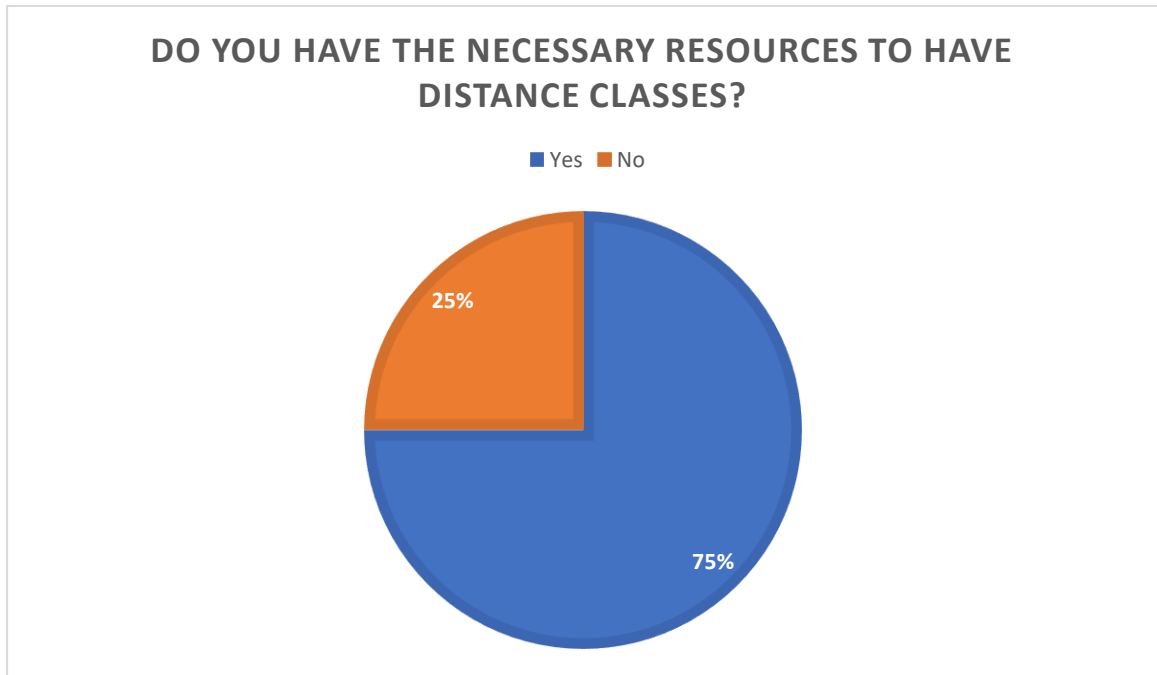
Graphic 45 An appropriate space during the distance learning



Source: Information obtained by the research through an online survey.

The following graphic depicts that 75% of the students have an appropriate space to have a distance class developed by teams. Thus, it shows that students can be in a comfortable place to get the correct explanation by teachers during their English classes.

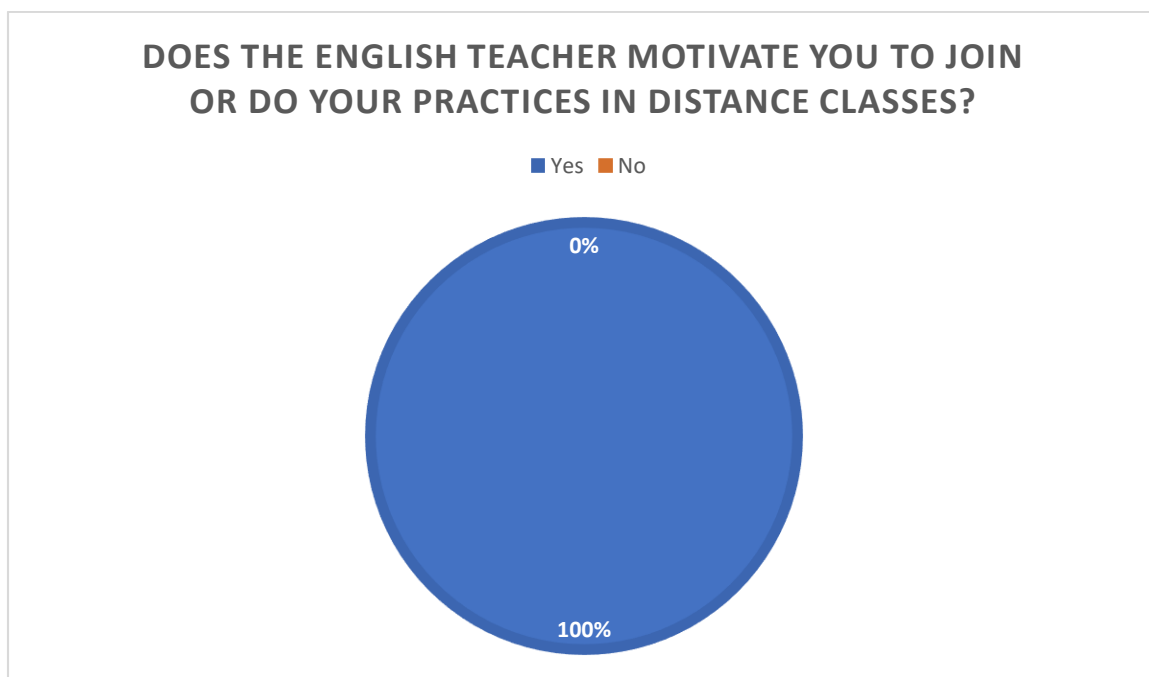
Graphic 46 Necessary resources in distance learning



Source: Information obtain by the research through an online survey

The reader will notice that 75% of English students determined they have the necessary resources to have distance class. According to this, students can connect to teams and get the explanation of the class, they can participate and interact with the rest of the class the same as if they go to the high school.

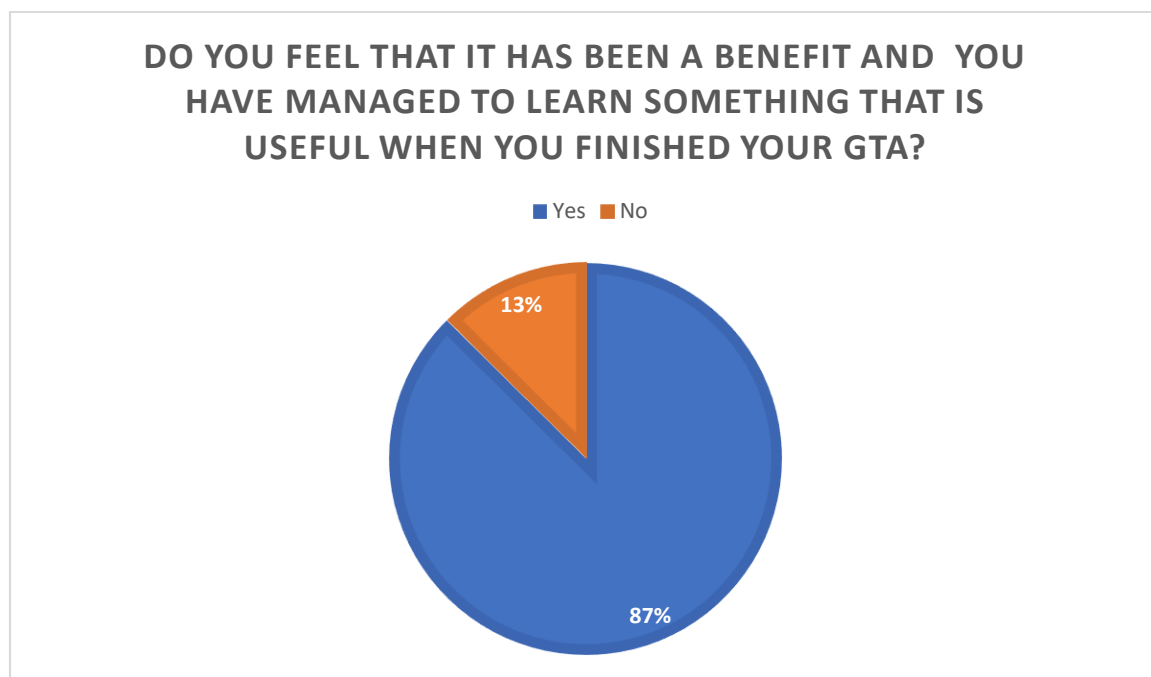
Graphic 47 Teacher's motivation in distance learning



Source: Information obtain by the research through an online survey

According to this data, this graphic represents 100% of population showed the English teachers motivate them to join or do their practices in their distance learning. There is an opportunity for them because those teachers hear students when they are having their oral practices and it lets students to know about what they are saying wrong to improve their grammatical structures in their oral production.

Graphic 48 A benefit and useful to do the GTA



Source: Information obtain by the research through an online survey

The graphic 48 shows you that 87% of these students determined they have felt GTA is a benefit in their lives because they learn about vocabulary and grammar to help them when they want to express a message, those have shown a useful tool for people who have distance learning, and they want to continue studying English.

Chapter V

Conclusions and recommendations

5.1 Conclusion for the first objective.

5.1.1 Objective 1: To explain the methodological process implemented by English teachers from Colegio Tecnico Profesional, Puntarenas when teaching oral production and interaction.

As presented in the previous chapter the researcher considered the students taking both virtual and face-to face classes. Thus, the conclusions provided contrast in one or another way those areas in which it is evident some sort of incongruity. As part of MEP policies, it is indicated that both groups should be facing the same reality of education.

- There are very salient points to highlight. To begin with, the English teachers developed face- to face classes in English, but in the virtual classes and following MEP guidelines the teacher combines Spanish and English. It is important to keep in mind that the more exposition to the target language the students have the more chances for mastering it. There is a real need to research more in the effect that switching Spanish to English and vice versa affects students' comprehension and language management. Careful attention must be paid to the fact that the group of students in virtual classes then has a lower exposition to the target language.
- Introduction of previous vocabulary is very important in the task cycle. Once again most of the students expressed that the English teacher introduced the vocabulary previously to the development of the task.
- Students indicated that in general terms they understand the teacher in the target language. It is in the virtual class where students indicate to have a lower understanding of the oral message.

- In general, the teacher provides space in the classroom for the students to communicate in the language. Results are very similar for both groups. This communication process implies practicing in an oral way the language, as well as with exercises for the forms of the language.
- There is a short period of time for the preparation of dialogues and oral presentations where students could produce oral presentation individually during the distance learning class.
- There are also more opportunities for the students to work with the material provided by the teacher to prepare speeches, oral presentations, and simulations in the face-to face classes rather than the distance ones. In this sense there is no real balance. It implies that this distance environment is not allowing students to develop their potential under same conditions.
- For both environments it is possible to establish that the English teacher tried to relate the topics studied in class with real-life environments.
- Finally, in both environments the teacher provided a summary of students' mistakes with the purpose to help them improve their competence.
- In general, in terms of the description of the methodological model followed by teachers to promote oral production and interaction is in conflict when facing the virtual classes due to the intromission of Spanish, less opportunities for students to work with their classmates in the development of speeches and simulations.

5.1.2 Objective 2: To describe the impact of the methodology implemented by teachers over students' oral improvement.

- Concerning the impact of the methodology implemented by teachers over students' oral improvement the researcher found that in general terms students feel

ready to interact in English in their distance learning. Despite there is an important number of students who do not feel ready yet.

- A very positive aspect is that regarding schedules, a great majority of students show their approval to the schedule provided by the institution for their classes. This is important because it helps them to establish routines that would turn into behaviors.

- Overall, most of the students considered that the size of groups is appropriate for their learning. Additionally, students consider this as positive.

- Predominantly, students considered that the materials provided were helpful. These materials included GTAs and any other one offered by the teacher during the presential mode. Another aspect is which students have a satisfactory position corresponds to gradings. This time grading was not formative. Students had to go through an evaluation process that they considered helpful.

- Students consider school amenities positive. A great majority of students indicated that the teacher was a good guide for them in the teaching and learning process.

- A very shocking reality that the whole education system must face is the lack of technology in the school. As previously seen in graphic 46 this is not an aspect getting a positive answer from the students.

- All the students have chances to orally participate in the class. This is a very important aspect because when the teacher opens spaces for students to practice as a result of an effective administration of time, students have good opportunities to learn the language.

- A very significant number of students feel threatened avoiding their participation in class. Despite this fact, collectively students considered that they

accomplished the objectives proposed for the class. Perhaps, the fact that they have the sensation to have enough practice time is the aspect that keeps balance in the teaching process. This aspect is conformed to the theory that indicates the more practice students get, the more chances to handle language forms.

5.1.2.1 Virtual classes impact

An interesting fact present in this section for the impact of distance education is that students do not necessarily consider that the GTAs provided by the English teacher prepared them for their oral production.

Most of the students affirmed that instructions in the GTAs were clear. The researcher reminds the reader that MEP forced the English teachers to write instructions in Spanish and English as well.

These GTAs are not considered too extensive. This is something that MEP also requested teachers. They had to produce a GTA that would be accomplished by students.

Most of the students considered that there was an emphasis on grammar, that they could also develop the reading comprehension without problems. They also felt ready to complete the GTAs.

Also, students indicated that the time assigned to develop the GTAs was enough, and they received a complete explanation from the teacher to complete the GTAs.

Curiously, students do not feel to have the same number of lessons as in presential classes, though the English teacher encouraged them to work on the material.

Not all the students in distance learning were prompt to participate in an active form in the class. In fact, they expressed not to enjoy the way of this type of teaching.

Most of the students indicated to have an appropriate space where to take their distance classes, but there is still an important quantity of students having conflict with this aspect. The

same situation happens when dealing with the resources. Though in general they mentioned to have the necessary resources an important number of students still lack them.

Finally, students considered that they benefit from GTAs.

5.2 Recommendations

5.2.1 Recommendations for the first objective.

As reminder for the reader, here is the first objective.

Objective 1: To explain the methodological process implemented by English teachers from Colegio Tecnico Profesional, Puntarenas when teaching oral production and interaction.

After the analysis of the way teachers develop their classes both face-to face and distance learning it is important to consider:

- English teachers must be sure to speak and teach their classes in English. In that sense, the use of Spanish translation of instructions in GTAs is questionable as a methodology to promote English language leaning.
- There must always be room for the presentation and introduction of new vocabulary. To this respect there are different strategies such as matching concepts and definitions, use of semantic mappings, and visual input.
- Students should always have a clear idea on what they have to do in their class after they get instructions. Ways to ensure students comprehension is to ask them to retell the instructions, have students saying the purpose of the task assigned, and asking students to provide an example, when possible, among others.
- Teachers have to open enough room for practicing the language. This practice time should not be centred on language forms but also in the oral production of the language. This is part of the rehearsal stage in the task-based approach. An important discussion for MEP authorities is if the task-based approach is still appropriate

for the combined education modality. Particularly, when students do not have access to TEAMS and do not come to face-to face classes.

- Feedback to students is very important. Teachers should always look for chances to provide peers feedback and teachers' feedback. The suggestion would be to start pointing out to the positive aspects of the presentations developed by students, then moving into those areas of improvement.

- Distance learning without synchronous classes have to be reconsidered. If not, teachers should be trained on methodologies such as the flipped classroom. This research proved that students who only got a GTA did not appropriately developed oral production. A methodology like this one opens a gap in students' formation and expands the inequities in the different social groups.

- For those students who are taking distance learning and do not come to the school, teachers can make use of audios through TEAMS so that students speak. They could also open a blog for this purpose, but they need training on this area.

5.2.2 General recommendations for the second objective.

Here are the recommendations for the second objective:

To describe the impact of the methodology implemented by teachers over their oral improvement.

- Teachers should get more training on how to use varied and simplified forms of teaching for students who do not get access to TEAMS or face-to face classes. Using the flipped classroom and apps to create simple audios, short videos and blogs would help teachers to encourage language learning.

- Administrative speaking, the schools should ensure a minimum of presential classes for all the students. In that way the implementation of GTAs could be

more rewarding for students. In that way, the teacher can abandon instructions in Spanish.

- In case of returning to face-to-face classes, MEP could consider the use of GTAs to help students close the gap that resulted as two years of pandemic. If these GTAs are adjusted to the flipped classroom methodology and in the school, they provide better connectivity, then students can start working in a more integral way.

- Grammar is important, but teachers should emphasize the oral production. To do this, more emphasis should be given to the oral production and interaction through the implementation of blogs, in which students can post their products, and teachers can check them time later.

Annexes

Annex 1: survey

Hispanoamericana University

Objective1: To explain the pedagogical implementation process developed by the English teachers from Colegio Tecnico Profesional, Puntarenas for the development of oral production and interaction

Objective 2: To list the students' perception of the mediation process used by English teachers to promote oral production and interaction.

Instructions: This form responds to an investigation carried out by the applicant with the main purpose of generating the final report in the bachelor's degree process in English Teaching from Hispanoamericana University. Please respond promptly to each statement that is presented to you in the following survey. It is divided into two sections; the first section is related to in-person classes. The second section is related to the GTAs that your teacher sends you.

Note: The information provided by you is confidential, so it is not necessary to write down your name or email. Thank you for your participation in this research process

- 1) Does the English teacher teach the class in English? Yes No
- 2) Does the teacher make a previous presentation of the vocabulary for the topic being studied? Yes No
- 3) Does the teacher explain what students have to do in English? Yes No
- 4) Do you understand the oral message that is present during the class? Yes No
- 5) Does the teacher provide you a short period of time to communicate or share comments in English? Yes No

- 6) Does the teacher provide you short periods of time to prepare oral presentations individually? Yes No
- 7) Is there a short time to produce oral dialogues among your classmates? Yes No
- 8) Does the teachers develop activities that allow you working on presentations, speeches or simulations? Yes No
- 9) Does the teacher relate the topic studied in class with real life moments as examples? Yes No
- 10) Does the teacher offer you a summary about the mistakes done by students in speaking? Yes No
- 11) Does the teacher send a GTA to practice the oral production during the distance learning environment? Yes No
- 12) Does the teacher present a GTA with instructions in English and Spanish to understand what students have to do? Yes No
- 13) Does the teacher develop a presentation of the vocabulary base for the topic being studied? Yes No
- 14) Does the teacher present a clear explanation that you expect to improve your oral production? Yes No
- 15) Does the teacher provide you an understand of the oral message that is present in class? Yes No
- 16) Does the teacher prepare a short period of time to communicate in English during the distance learning environment? Yes No
- 17) Does the teacher give you a short period of time to produce short oral presentations individually during the distance learning environment? Yes No
- 18) Does the teacher develop activities that allow you working to make presentations, speeches, or simulations? Yes No

- 19) Does the teacher relate the topic studied in class with real life moments as examples in the GTA? Yes No
- 20) Does the teacher offer you a summary about the mistakes done in the GTA? Yes No
- 21) Do you feel prepared to interact in English when you can do it during in person class? Yes No
- 22) Is the lesson schedule appropriate to you, it means the minutes of the lessons are enough in each class? Yes No
- 23) Do you perceive that the number of students per group is the correct to practice English? Yes No
- 24) Is the class material helpful for you? Yes No
- 25) Do the results (grades and feedback) you get are motivating for you to improve your oral production in class? Yes No
- 26) Does the high school have respective amenities to feel comfortable in class? Yes No
- 27) Does the English teacher assume an appropriate guide that you can achieve the objectives that are set? Yes No
- 28) Does the high school have the necessary technology to develop a class not only with the whiteboard or the use of the projector video? Yes No
- 29) Do you have the opportunity to participate in English? Yes No
- 30) Are there situations that make you feel uncomfortable, and you prefer to avoid participating in the class? Yes No
- 31) Are the objectives to be achieved and studied in the class? Yes No
- 32) Are there enough practices that you can achieve the expected objectives?
 Yes No

- 33) Do you get a GTA to practice speaking during your distance learning environment? _Yes _No
- 34) Does the teacher give you a GTA with clear instructions in your distance learning? _Yes _No
- 35) Does the GTA you get during your distance learning is very extensive? _Yes _No
- 36) Does the emphasis of GTA have the correct grammatical format? _Yes _No
- 37) Does the GTA have the correct emphasis of comprehension reading? _Yes _No
- 38) Do you feel ready to develop the GTA that your English teacher gives you during the distance learning? _Yes _No
- 39) Do you have enough time to develop the GTA at home? _Yes _No
- 40) Do you have the correct schedule for distance class to develop your GTA? _Yes _No
- 41) Do you get a complete explanation in your distance learning? _Yes _No
- 42) Do you get the same lessons as you have in your high school in your distance learning developed by TEAMS? _Yes _No
- 43) Do you participate in an active way during distance learning class developed by TEAMS? __Yes _No
- 44) Do you prefer not to participate in the distance learning class developed by TEAMS? _Yes _No
- 45) Do you have an appropriate space to have a distance class? _Yes _No
- 46) Do you have the necessary resources to have distance classes? _Yes _No

47) Does the English teacher motivate you to join or your practices in distance learning? _Yes _No

48) Do you feel that it has a benefit and you have managed to learn something that is useful when you finished your GTA? _Yes _No

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