Universidad Hispanoamericana

Faculty of Education

School of English Language Teaching

Assessing the Speaking Output of English as a Second Language According to the Communicative Approach in Tenth Grade Students at Liceo Bilingüe de Belén During the First Semester of 2016

Thesis to Obtain the Academic Licentiate Degree in English Language Teaching

Author:

Alejandro González Quesada

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Chapter I

General Information

1.1   Historical Background

The Belén Bilingual High School, was founded in 1974 by a group of neighbors of the community of Belén. This district number 7 is located in the province of Heredia in Costa Rica. Mauricio Villegas Quesada, Juan Rafael Zumbado González, and Mario Luna Ramírez, distinguished neighbors of Belén, were the members of the committee who had the initiative to build an institution for the teenagers of Belén, since they had to travel a long distance to Heredia downtown to attend school.

By that time, Belén already had three elementary schools, the community lacked an institution for the students who graduated and wanted to continue their secondary studies.

The group of senior members of the Municipality of Belén went directly to the former Minister of Education, Mr. Uladislao Gamez to propose the idea of a new high school; to what he responded: "You, the people of Belén, do not have a high school because you have fallen asleep".

After several meetings with the Minister of Education, the Municipality of Belén decides to form a committee giving them the responsibility of building the new high school. The following "belemitas" conformed this committee: Claudia Thuel S., Gerardo Peraza R., Trino Carmona G., Alba Chávez R., Horacio González Z., Edgar Zumbado M., José Zamora M., Oscar Arrieta V., and Gonzalo Sánchez V.

One of the first duties of the leaders was to survey the community and see how many teenagers would register to the future high school, and a number of 245 students were interested. This interesting documentation was sent to the office of the Minister of Education in order to prove the necessity of an institution for the "belemitas".

The committee previously elected to work on the project lost interest and the group dissolved. But the municipality had a compromise to the 245 students interested and to the community of Belén. Therefore, the president of the Municipality of Belén gave instruction to the Executive Program to take charge of the project. The Executive would count with the profit the Municipality would have during the year of 1973; which were 135.000 colones.

The budget was not enough and it was quickly spent in just the first part of the building, reason why it was necessary to ask for a loan to the Institute for Municipal Development and Advisory Services, "IFAM" by its initials in Spanish, and which is another governmental institution. The money was delivered in forty-five days and soon, the high school was built.

The Ministry of Education named a first principal of the school, Prof. Marco Vinicio Gutiérrez in March 19th, 1974. Everything seemed to be ready and in April 27th, 1974 the High School of Belén was founded in a festive environment. People of the government of Costa Rica and Belén, as well as religious representatives attended the opening activities among the enthusiastic "belemitas".

1.2   Investigative Background

Over the years, while sampling different English language teaching scenarios, learners seemed not to be provided with enough comprehensible input to maximize their learning experience in a language classroom; and that somehow, ought to be reflected on their final marks at the end of an English course. Whether this is connected to in-class delivery of content by language instructors, the environment surrounding learning within or outside the classroom, the way learners are corrected or they self-correct themselves, or to student learning preferences while acquiring a second language in or out of class, there is a gap between course objectives along with their language content and their execution of this learning goals within the classroom. Furthermore, this gap is producing a tremendous impact on the CEF (Common European Framework) level students are meant to be getting by the time they reach a certain course in a language program.

The investigation takes place in the high school of the public educational system located in the community of Belén, Costa Rica. A group of students of tenth grade will be observed for a period of six months to assess their communication ability. The assessment will be according to the statements of the communicative approach founded by Robert Langs. What seems to support the existence of this language acquisition problem that learners are experiencing in this school in Belén?

Belen Bilingual High School is structured under the Bilingual English Program accredited by the Ministry of Education of the Republic of Costa Rica. This methodology varies from the other academic (non-bilingual) high schools in the fact that the target language is taught in three directions: Listening and Speaking, Reading and Writing, and Literature; on the other hand, academic schools teach English in an integrated class.

Students of tenth grade from this institution will be assessed in a period of six months during the school year 2016, and they will show important evidence, reality and conclusions to make a difference in the oral communicative teaching of English.

1.3   Justification of the Problem

It is necessary to open an investigation that clearly shows real evidence that something is going on and something else must be done in order to accomplish goals on having students get to the English level required according to their grades at this high school.

For this reason, this project is justified in the following three branches:

1.3.1   Theoretical Justification

"Research is, among other things, an intensive activity that is based on the work of others and generates new ideas to pursue and questions to answer"

(Salkind, 2012). And comprehending that "Research is a process through which new knowledge is discovered" (Salkind, 2012), this case study research in education is trying to shed some light into the reasons why English language students on average do not usually learn how to express themselves fluently and efficiently; and the reason why there is a lack of self-confidence in the learner's performance in terms of their speaking, reading, writing, and listening skills. And as Salkind (2012) also clearly puts it, "research should have as its ultimate goal the betterment of society;" and in this particular case study, the "ultimate goal" is to understand what can be done to better the teaching methods, motivate the students, provide them with the most effective tools so that at the end of their high school cycle they will be able to become bilinguals for real.

To develop this investigation, it is important to take into account important statements related to the theory applied to sustain it. When a second language is being acquired, a learning process takes place in the different human skills regarding linguistics. Such abilities include listening, which fundamental part is the sense of hearing; speaking, takes the parts of speech and its functions; reading, the ability to decode information through graphics; and writing, which is also developed by delivering information through writing.

There have been numerous methods in second language teaching over the past years. We have seen the Audiolingual Method, cognitive-based approaches, the Total Physical Response, the Natural Approach, and many others. However, the Communicative Language Teaching is the best methodology we can use as a reference to investigate the lack of output in the students of tenth grade in the

bilingual school of Belen, as it is the main concern of the English teachers at this institution. Teachers expect their students to communicate according to the level acquired after three full years in the institution.

1.3.2   Practical Justification

The expectation of having students reach an intermediate-high level of English output is significant, since all students' exposure to the language during school time per week is around 14 lessons, which equals around nine hours and a half of their time in the school per week. In comparison to non-bilingual schools, where students' exposure to the language is only two hours, bilingual schools like Liceo Bilingue de Belen, should have more possibilities that their students can manage English as a second language in a proper way.

There is a lot to investigate in terms of what is being done in the practical matter of teaching English as a second language. To do so, the investigator uses the methodological principles of Communicative Language Teaching and Task-based Instruction to assess the production of students in English and the teaching methodologies of the teachers at the institution. The principles are:

- Principle 1. Use of an Organizational Principle.
- Principle 2. Promote learning by doing.
- Principle 3. Input needs to be rich.
- Principle 4. Input needs to be meaningful, comprehensible, and elaborated.
- Principle 5. Promote Cooperative and Collaborative learning.

- Principle 6. Focus on form.

- Principle 7. Provide error correction feedback.

- Principle 8. Recognize and respect affective factors of learning.

1.3.3 Methodological Justification

The investigation takes place in a public institution whose characteristic of bilingual school is different from the rest high schools of the state public system. The dynamics in the teaching method takes listening and speaking as a separate subject, reading and writing as another subject and literature as a third one. The students at Liceo Bilingüe de Belén should count with an optimal structure to learn English in a more accurate way.

According to the English Program for Bilingual Schools in Costa Rica, teachers of Reading and Writing, as well as Listening and Speaking work with halves of groups. For instance, students of 10-5 split into 10-5a, and 10-5b; where one group attends the Listening and Speaking class and the other group attends the Reading and Writing class.

1.4 Systematization of the Problem

As it has been noted up to this point, language students at this high school center are not achieving the expected CEF language mastery level linked to the MEP's English programs for bilingual schools. Textbooks are not appropriate, and oral and written examinations are inefficient. As stated below, the purpose of this

research study is to comprehend the why of learners not getting there; and the why this mismatch or gap exists.

Students at Liceo Bilingue de Belén are not reaching the expected level in the mastery of English by the time they get to tenth grade. Neither fourteen lessons of English per week, nor the three disciplines (listening & speaking, reading & writing, and literature), nor different opportunities to use the language at this school are making the difference to have the students learn English fluently.

An analysis of the Communicative Language Teaching and the Task-Based Instruction will be the instruments which will determine the difference between what is pretended and intended in the students and the reality in the classroom. Through these methods and their major principles a study will take place to determine what makes the difference and what changes need to be done by the facilitators and the students as well.

1.5   Formulation of the Problem

Why do teachers get frustrated when their students do not achieve to communicate sufficiently after two or three years of taking English subjects at school? This is a question that many teachers formulate, but few can answer.

In the teaching process of English as a second language, there are many drawbacks that students have to face. Some of those drawbacks become the "Achilles Heel" that will not give the students the opportunity to communicate properly.

Tenth grade students at Liceo de Belén are dealing with this kind of trouble and teachers sometimes do not fulfill the expected to change methodology. This is part of the reason why tutors cannot answer the question made before.

1.6   Objectives

The statement under study is based on the following general and specific objectives:

1.6.1   General objective

- Determine the speaking output of English as a second language according to the Communicative Approach in 10th grade students at Liceo Bilingüe de Belén.

1.6.2   Specific Objectives

- Investigate the use of the speaking and listening skills expected at the level of tenth grade based on the English program of the Costa Rican Education Ministry.
- Identify the principles of the Communicative Approach in students of the level and age under analysis.
- Identify the threats that become an obstacle in the learning process of English as a second language and the output production.

- Determine the different academic characteristics of students at Liceo Bilingüe de Belén at the age corresponding tenth level.

1.7 Scopes and Limitations

According to the investigation taking place at a public institution with students of tenth grade, some scopes and limitations are expected to be present during the process. Among them:

1.7.1 Scopes

Groups of the Listening and Speaking subject at Liceo of Belén are half the total group (groups have around 30 students total, and when they take the Listening and Speaking subject, half of the group attend this class and the other half take the Reading and Writing subject; alternating during the week); this makes the investigation easier and more accurate.

Through this investigation, it is intended to find the reasons why students lack participation in English in class and propose techniques that will give students interesting opportunities to communicate with the target language.

The use of the investigation for teachers and students at Liceo of Belén is of great importance. Teachers and students can put into practice the conclusions and recommendations of the investigation to adjust what needed.

1.7.2   Limitations

Students' sympathy to the target language is not always the same. It differs from one to the other and, depending on the previous experience with other teachers and subjects, it could be high or low.

Another restriction is the time in their school schedule at which they take the subject of Listening and Speaking. Sometimes they have to be at school from seven in the morning to four fifty in the afternoon. Classes after three in the afternoon are likely to show students with less energy, less willing to learn, and more desiring to leave.

Students who have more knowledge of the language in previews years in different schools (sometimes since pre-school at private institutions because their parents could afford it) are more skillful and count with a better bases. Students who have only taken English at Belén's high school and come from public academic schools are more limited in their background and skills as well.

Chapter II

Theoretical Framework

2.1 Historic Background

2.1.1 Education in Costa Rica

Every citizen should be interested in the type of education receiving. There are different types of education systems according to the necessities of the population of a country, state, or area. Education is not only important to the inhabitants of Costa Rica, but to one individual in particular, Edward R. Mercer. This environmentalist and humanitarian Canadian came to Costa Rica with his wife in year 1989. He has become a well-known person in this part of the world, not only for being one of the biggest real estate developers of the country, but also for his humanitarian efforts. Edward Mercer's foundation in Costa Rica has helped many people reach their true potential through personal growth. He truly was a pioneer in the way of human improvement and betterment.

Edward believed in giving back to the society in a better way than educating people to become better human beings and spreading the seed of humanity. He certainly stands out as a man of the times when education was involved and believes how well a child is educated greatly impacts his way of life and determines what he is capable of accomplishing in his life.

Costa Rican system has both, elementary schools and high schools. Every community has primary and secondary education institutions. Almost every Costa Rican has access to a classroom since education in this country is free (or at least for a minimum amount of money regarding enrollment, uniforms, and school utensils).

Costa Rican education system is also divided into three parts: I Cycle, which is the three first grades in elementary school (from first grade up to third grade); II Cycle, which goes from third to sixth grade. The upper levels are divided into III Cycle, seventh to ninth; and finally, the Diversified Cycle which is from tenth to eleventh grade, or twelfth grade if it is a professional school.

2.1.2 History of English Language Teaching in Costa Rica

The teaching of English language in Costa Rica is closely related to the influence of economic and political molds, that former governments have implemented to raise the economy allowing foreign businesses and enterprises to come to Costa Rica to establish their corporations; giving citizens lots of opportunities to get a job. However, these workers require having a high level of purposes. A great debate among language specialists and professionals from other areas has risen to find a common teaching method that integrates the macro skills (speaking, reading, writing and listening) and the micro skills (culture, pronunciation, vocabulary, and grammar) successfully.

According to Marín (2004), Costa Rica had commercial relations with the Great Britain especially in the commerce of gold mines and coffee. As a result of that, a great number of English immigrants made their living in our country. Before the year 1815, there were not any references of established relations with any English- speaking country, because sugar cane was exported to Spain, Central American and Caribbean countries.

English language teaching started in Costa Rica in 1825, when the Educational Center Santo Tomás was established as the first higher education institution. Latin, French, and English were taught because of the interest obtained from the commerce with certain European countries, especially through the coffee market that had gained popularity in this continent. Students were taught these languages in one hour and a half in the morning and another one hour in the afternoon. Instructors focused on linguistics elements such as grammar and verb conjugations.

Cabrera, (1996 as cited in Marín, 204) declares that Costa Rican citizens became interested in learning British culture, literature, and language.

2.1.3 Bilingualism in Costa Rica

In Costa Rica, bilingualism has become a necessity since many years already. Being bilingual equals more and better opportunities for everyone to compete in a modern world full of high expectations regarding curricular and technical skills.

Education in Costa Rica has assumed the role of teaching and training people to become bilinguals. Starting from the lowest levels of pre-school up to the higher ones in universities and technical schools. Basically, if you are not bilingual (English especially), less chances will you have to get a job, a better position or be promoted.

According to the American Heritage Dictionary, the term "bilingualism" is defined as:

a.   Using or able to use two languages, especially with equal or nearly equal fluency.

b.   Using two languages in some proportion in order to facilitate learning by students who have a native proficiency in one language and are acquiring proficiency in the other.

Bilingualism develops a broader cultural understanding and multicultural sensitivity, greater tolerance and social harmony; that is where we see bilingualism in a cultural context. The cognitive advantages of bilingualism are present in the fact of learning and using more than one language, which can help learners enhance problem solving and analytical skills, allowing better formation of concepts, furthest logical reasoning, and supporting cognitive flexibility.

There are also the personal advantages, since bilingualism also helps to stimulate creativity, raises self-esteem, increases flexibility and adaptability, enhances interpersonal and social skills, and develops greater social sensitivity in different contexts.

Researchers also state that bilingualism helps the understanding and development of concepts in more than one language, and allows the transfer of academic skills across languages. Furthermore, bilingualism facilitates collaborative and cooperative learning within a language-diverse environment.

However, there are some aspects that public institutions, as well as, English teachers must bear in mind about the traditional education of English teaching, since these aspects have disabled students to acquire or to have a good command of English as a second language. In addition, there are insolvencies occurring in the English programs adopted by the national governments throughout the years. Also, there are some implications or mistakes in the way of teaching English.

The first mistake is to follow a textbook for each scholar level, that is to say, that there are a lot of textbooks for each scholar year, and there are several factors that affect or interrupt the continuity of this process such as: the change of teachers, editorial changes, as well as, changes in the teaching process; and, as another factor, when teachers just follow their study program with the only purpose to finish the academic year, that is to say, some teachers are only worried about finishing with the total units of study requested in the texts and this provokes that teachers neglect the assimilation and the practice of the target language. For that reason, it is relevant to state that sometimes, for teachers, it is more important to finish with some units where students have the opportunity to work or practice more developing their input; and then, the next year, continue with the same textbook studying units that were not studied the previous year.

A second error is the use of memorization instead of internalization. Memorization produces an excess in the brain of children and adolescents; there is a lot of information and almost nothing of practice; then, students only fill their heads with great amounts of information and they do not have the opportunity to use it. Because of that, this information will be forgotten faster than it was learned.

In addition, memorization makes students carry out a double process of mental translation unconsciously before understanding the meaning of the phrase in use, which obstacles the fluent conversational, the quick understanding, and the quick response.

The next error is to delegate all the work of the teaching process over English teachers, for example, a high school with emphasis in English must have at least 10 hours per week of English lessons, it is relevant to mention that a high school is bilingual if students receive at least three subjects in English.

Furthermore, an English program that only cares about the teacher's skills delegating all the work to them, it seems like it will never achieve the same results than a program that integrates and provides an environment that can help teachers to improve their target language, that is to say, for teachers having a good command of the language, needs bilingual surroundings and opportunities for the use of the foreign language.

In addition, it may lead to a mistake to believe that students from tenth and eleventh grades have more knowledge or more comprehension of language learning than students from first grade. It is widely demonstrated that it is easier to learn a language at an early age than at a middle-age. Furthermore, for the demands of the professional standards, it is important to explain that now it is possible to find children in pre-schools and in primary education that speak English or they have advanced knowledge that students from high schools do not have.

Last but not least, another probable mistake is the use of traditional methodologies, that do not give outcomes. Some teachers make use of the same old-fashion or obsolete methods and techniques, which do not provide a good teaching of English Language. In 2008, the Ministry of Education hired CCCN (Centro Cultural Costarricense Norteamericano) to apply a test to English teachers from public schools. Its purpose was to know instructors' English proficiency level.

The investigators think that the most significant aspect to offer an appropriate environment in order to support this learning, providing special attention to some pedagogical strategies based on the particular needs of the students. These strategies look forward to create learning surroundings toward the acquisition, internalization and practice of the foreign language.

2.2 Conceptual Framework

2.2.1 Second language acquisition

Language acquisition is the process by which humans acquired the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate effectively and appropriately throughout the range of social, personal, school and work situations required for daily living in a given society.

Krashen's (1985) postulates that Second Language Acquisition (SLA) is determined by the amount of comprehensible input, that is, one-way input in the

second language; which are understandable and at the level just beyond the current linguistic competence of learners. Viewed as an analyst perspective, this theory maintains that a second language is acquired unconsciously, in a manner similar to the acquisition of a first language.

Learning a second language means a great opportunity to enhance the working chances, expand to a world of knowledge, and open a window where you will find unlimited opportunities to succeed. The problem when learning a second language is not as easy as it may seem. Dr. Carl Zhonggang sates:

> "One of the arguments of adolescents and adults second language learning is that they cannot learn a second language the same way as they have acquired the first, in spite of the claims that the two processes are similar in many ways." (Zhonggang, 2001:236)

In second language learning a lot of different aspects take part when it comes to the teaching-learning process in the classroom. Students attitude towards the class, students aptitude to the second language, teacher's role in the teaching process, methodology used by the teacher versus the one requested by the education system in Costa Rica, and many other variants that could be mentioned and should be analyzed.

Students' attitude towards English as a second language class is not always the same. Sometimes they feel energetic and eager to learn because the topics are interesting, but when it comes to subjects like grammar or literature, their reaction and general behavior is poor, deficient, and discouraging.

Students' aptitude towards the target language varies among the students in the same classroom. Some are very interested since they already have specific purposes to use the language in their future professions and jobs; others are interested because they think it is nice and even fun to know a different language, so they can understand their favorite music, know instructions in their favorite video games, etc. The last group represents the one who is very low interested in learning English since it turns to be difficult to learn, they are too shy to speak and pronounce the words correctly, and find absolutely no motivation to acquire it; in other words, they are reluctant to the target language.

2.2.2 Definition of a Language Learning Strategy

The term language learning strategy has been defined by many researchers as "…any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." Other investigators stated that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information." Moreover, other inquirers stress that a learning strategy is "an attempt to develop linguistic and sociolinguistic competence in the target language." There is another notion of Learning Strategies: "Learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals, and learning strategies can be regarded as broadly conceived intentional directions and learning techniques."

All learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners attempt to find the quickest or easiest way to do what is required, in other words, using language learning strategies is unescapable.

2.2.3 Learning Strategies in Language Learning and Teaching

Since the amount of information to be processed by language learners is high in classroom, learners use different language learning strategies in performing the tasks and processing the new input they acquire. Language learning strategies are good indicators of how learners approach tasks or problems encounter in their daily learning activities. In other words, students try to adapt their best learning skills to acquire the target language; this is why the importance of teachers, guiding, promoting and stimulating those skills is so crucial.

The learner who can use more than one learning strategy in the process of acquiring a language is more likely to learn faster and in a more effective way. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Moreover, cognitive strategies include using previous knowledge to help solve new problems. Peer-work is another strategy learners can use to correct

pronunciation, learn new vocabulary, correct grammar functions, and speak more fluently.

The final product of learners having more than one learning strategy developed is that they can obtain independence and autonomy whereby they can get control of their own learning. Furthermore, the language learning strategies contribute to the development of the communicative competence of the students. Language learning strategies are used to refer to all strategies foreign language learners use in learning the target language and communication strategies are one type of language learning strategies. It follows from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies.

Teachers play a critical role in helping learners develop the adequate learning skills according to the necessities. Teachers are responsible of identifying, determining, and reinforce the learners' skills. There are several techniques teachers can use in the classroom to work on their students skills and use them in a strategic way.

2.2.4 Role of the teacher, learners, and materials

The elements that take part in education should work as an orchestra, where each element is important and has a specific mission, and without one of these elements, the orchestra will not sound beautifully. The teacher, the learners,

and the materials used in class are all important and have a specific role to play in order to accomplish with the objectives and planning of the course.

> "These days, teachers are being held accountable for student performance more than ever before. As a result, developing discussion skills and encouraging discussion often take a backseat to teaching the mandated curriculum or preparing students for standardized tests. Some teachers even discourage talk, resulting in students who are "talk-deprived" and view classroom discussion as an activity only to be carried on surreptitiously". (Alvermann, 1996:244)

It is important for teachers when applying strategies to their students to learn about them, their interests, motivations, and learning styles. Moreover, the teacher can learn what language learning strategies students already appear to be using, observing their behavior in class. For instance if students ask for clarification, verification or correction or if they cooperate with their peers or seem to have much contact outside of class with proficient foreign language users. Besides observing their behavior in class, the teacher can prepare a short questionnaire so that students can fill in at the beginning of a course to describe themselves and their language learning style. According to this questionnaire, teachers can learn about their weaknesses and strengths, their favorite or least favorite kinds of class activities, and the reason why they learn a language.

Some students seem naturally enthusiastic about learning, but many need or expect their instructors to inspire, challenge, and stimulate them: "Effective

learning in the classroom depends on the teacher's ability to maintain the interest that brought pupils to the course in the first place" (Erickson, 1978:3).

Facilitators should supply adequate feedback on problem and weak areas via meetings or individual formative feedback. Teachers facilitate, coordinate, and identify students' language learning strategies, conduct training, diagnose problems and encourage self-direction. To be successful, learners should orient themselves to problems by reasoning and guessing strategies and self-evaluate.

Other educators' roles are guiding learners to be more independent. One of the features of strategies is that they can be easily teachable and can be modified in some teaching contexts. Training helps to improve strategy use and learners become more conscious of why and when to apply specific strategies. Learners' and teachers' attitude toward self-direction should be considered. Tutors need to direct and suggest learners to maximize learning experiences inside and outside class.

2.2.5 The Communicative Approach

The Communicative Approach (CA) has its roots in Europe, more specifically in England for an economic and a teaching matter. It started in the 1960's, but it got expanded in the middle of the 1970's in the rest of the European continent.

"The Communicative Approach in language, the field of foreign language teaching and learning is based on the theory of

communicative competence proposed by D.H. Hymes. Instead of a coherent theory supporting a set of skill-based techniques for language teaching, it emphasizes functional view of language on the language teaching process from communicative sources, using language appropriately in real communicative situation that promote or lead to the teaching and learning of a language as and for communication." (Numan, 1999)

The aim of the theory is to teach English as a second language for communication matters, to make communication possible in an easy and effective way, for economic and business interests around the world. Until the early 1980's the Communicative Approach mingled with the fields of second language pedagogies, and since then, it has made substantial changes, modifications, and improvements to education.

The Communicative Approach aroused people's awareness of the development of communicative competence. It selects authentic, real-life-based teaching materials, which trigger to increase their interest, expand knowledge and arise motivation towards the language. The Grammar Translation Method (GRM) and Audiolingual Method (ALM) had serious inefficiencies in promoting the grammatical; and particularly, the speaking skills in students in second and foreign language teaching. Those inefficiencies needed to be filled so that communication teaching could have a different result in pupils. Effective and sufficient communication is what people needed to understand was the best and most

efficient in real life situations, and not only grammar and translation that poorly help second language learners to communicate.

As an ESL methodology, it rapidly gained a widespread acceptance in Europe and in the English-speaking countries, and later Western and Asian countries. Thus, it began to spread all over the world, including Latin America and, of course, Costa Rica.

The Communicative Approach has been extensively favored adopted by textbooks and curricula in second and foreign language teaching, especially in ESL countries. For 30 years or so after its invention in 1960s in England, it served as a major source of impact on the creation of new approaches, theories and methods in English language teaching practices in both ESL and EFL environments in the world.

2.2.6 Development of the Communicative Approach

Communicative Approach (CA) is a British invention whose application to the field of Foreign/Second language learning and teaching is called Communicative Language Teaching (CLT). This new trend of progressivism in education provided a further pressure for educators to change their methods. Progressivism holds that active learning is more effective than passive learning, and as this idea gained traction in schools there was a general shift towards using techniques where students were more actively involved, such as

group work. Foreign-language education was no exception to this trend, and teachers sought to find new methods that could better embody this shift in thinking.

In the United States, the linguist and anthropologist Dell Hymes developed the concept of communicative competence. This was a reaction to Chomsky's concept of the linguistic competence of an ideal native speaker. Communicative competence redefined what it meant to "know" a language; in addition to speakers having mastery over the structural elements of language, according to communicative competence they must also be able to use those structural elements appropriately in different social situations.

In other words, it was necessary to change the concept and the practical of how to teach a second language. From the utility point of view and the demanding point of view, the Communicative Approach had already revolutionized the teaching methods, and the ideas in teachers that grammar, translation and structural teaching was all it was needed.

2.2.7 Principles of the Communicative Approach

The theory of CA rests on the functional view of language. It holds that the teaching process itself is communicative. Essential guiding principles can be stated as follows:

1. Learner's needs are of outmost importance; syllabus must be based on students' needs and interests: teaching materials should meet the needs of students' communication.

2. Errors are to be ignored to a certain extent; other students and teachers ignore errors during the class sessions. In other words, "errors are tolerated and seen as a natural outcome of the development of communication skills. Since the activity was working on fluency, the teacher did not correct the student, but simply noted the error, which he will return to at a later point (Larsen-Freeman, 2000:127.)

3. Speaking is prior to other skills. The speaking skills should be integrated from the beginning. To achieve this aim, "students should work on discourse or suprasegmental features (above the sentence level) (Larsen-Freeman 2000:126).

4. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may take on more importance than accuracy in order to keep learners meaningfully engaged in language use (Brown 2000; 266-267). Fluency must be emphasized over accuracy.

5. Using the real-life and real-world type of language is highly important. Authentic language and materials, taken from real-life and real-world, must be used. Old texts must be avoided, and study and practice materials must relate to pupils' own lives, being fresh and real-life like.

6. Functions are emphasized over forms. That is, learning to use the functions of the forms appropriately is important. It should be borne in mind that one function can have many different forms during the communicative activity.

7. In terms of methodology, the emphasis is placed on message-focus, on the ability to understand the meaning of the messages in conveying and using them in the foreign language (Harmer, 2007: 68). So, message and

meaning-focused communicative tasks will take care of foreign language learning.

8. The teacher should be able to use the target language fluently and appropriately by acting as an advisor or facilitator.

9. Native speaking teachers, just like in the Direct Method, are preferable.

10. The use of the mother tongue should be discouraged as much as possible; its use is allowed to a little extent.

11. Cooperation in class is a must and students must have cooperative relationship among each other. Students must regularly work in groups or do pair-work to transfer (and, when necessary, negotiate) meaning in situations where one student has information that the other(s) lack.

12. Social context of the communicative event is essential in giving meaning to the utterances (Larsen-Freeman, 2000:127).

13. Teacher should let the students often engage in role-play or dramatization to adjust their use of the target language to different social contexts, and observe what problems students have.

14. The goal of foreign language learning is to achieve communicative competence in the target language.

15. A certain level of proficiency in the target language must be attained at.

16. Students need to learn cohesion and coherence (Larsen-Freeman 2000:127).

17. Students must be given an opportunity to express their ideas and opinions (Larsen-Freeman, 2000:126).

18. Idiomatic and everyday language is used (even some slang words can be practiced to some extent). This kind of language, being a real-life form, should be used in communication between people.

19. Activities in the classroom that involve real communication promote learning. CA uses almost any activity that engages learners in authentic communication.

20. Language that is meaningful to the learner promotes learning.

21. Learning activities in which language is used for carrying out meaningful tasks will naturally promote learning.

22. Classroom should provide for all students opportunities for rehearsal or real-life situations and provide opportunity for real-life communication. Emphasis made on such activities like creative role-plays, simulations, dramatizations, surveys, projects, playlets, dialogues, sketches all produce spontaneity and improvisation - not just repetition and drills.

23. The teachers should let their students communicate first and then they must build on their accuracy after (McKay, 2002).

24. Opposite to the teacher-centered classroom advocated by the earlier approaches and methods, the CA prefers the student-centered classroom in which while the teacher plays a mediating role, students play an acting role and their participation almost penetrates into the whole teaching procedure. In the teacher-centered classroom, the teacher is the main resource of knowledge and information; only the teacher has the say, but students almost are activated and not heard. However, the student-centered

classroom, supported by CA, assumes the teacher to act many roles: conductor, mediator, facilitator, organizer, an observer.

2.2.8 Assessment in English Language Teaching

English Language Learners (ELL's), (students who are still developing proficiency in English), represent a large and rapidly growing population of students in Costa Rica. Moreover, they are also a key group of students to consider when designing and administering educational assessment. This significant population is growing every day and most of them demand the best results. Others are learning because are part of a program they are forced to accomplish (case of primary, high school, and even sometimes in university programs). Whatever the reason might be, teachers have a big responsibility not only in teaching the target language accurately, but as part of the teaching process, assess the learning pace and dynamics properly.

2.2.9 Factors Influencing the Assessment of English Language Learners

This section describes factors to consider when developing assessments and making decisions regarding testing accommodations for ELLs. The factors are not guidelines per se, but rather provide useful context for the guidelines presented in the later parts of the investigation.

Language Factors:

1. Not all the students received the same kind of language teaching in their primary formation. Some of them studied at private schools where usually a high level is demanded in basically all of the subjects, English is not the exception. These students have a higher level of English fluency and are able to hold a conversation in most of the cases, or at least are better knowledgeable in terms of vocabulary, grammar structure, and basic communication. In contrast to those students who were formed in public primary schools, they do not count with the same foundations.

2. Varying levels of proficiency in English—ELLs vary widely in their level of English language mastery, and furthermore, ELLs may have varying levels of oral and written English proficiency. Do not assume that students who can converse easily in English will have the literacy skills necessary to understand the written directions for a standardized test. Some ELLs may be proficient in the English used for interpersonal communications but not in the academic English needed to fully access content-area assessments. Studies show that the level of language proficiency has an influence on processing speed.

3. Varying levels of proficiency in second language—ELLs also vary in their levels of proficiency. Therefore, do not assume that speakers of other languages will be able to understand written test directions in their native languages. In fact, a large proportion of ELLs was born in the United States and may not have had any formal schooling in their native language. This is important to keep in mind when considering the use of native language accommodations.

2.2.10 Assessing Speaking Skills

The status of English as the language for communication has led to many Costa Rican learning English as a foreign or second language in order to improve their career prospects, to travel, or to gain professional experience abroad. It is sometimes not enough to say that you can speak English, and a valid and internationally recognized certificate is required, which states the exact level of your proficiency. Indeed, evidence of English proficiency has become a requirement for the admission to work in national and international companies settled in Costa Rica. Some of them requesting interested ones to show a certificate of English proficiency and even having to deal with an interview in English to prove the second language communication accuracy.

If we consider the criteria used for the assessment of spoken language in the different kinds of evaluation techniques, we observe that the students' speaking performance is normally assessed on the basis of a set of pre-defined factors: fluency, accuracy, speaking delivery, pronunciation and the use of different language functions. These tests can then be described as criterion-referenced tests whose main goal is "to obtain a description of the specific knowledge and skills each student can demonstrate" (Linn & Gronlund, 2000: 43).

Chapter III

Methodological

Framework

3.1 Paradigm of the investigation

The present investigation is a naturalist study, which focuses on the interpretation of different realities that students coursing tenth grade and under examination live at Liceo de Belén. At the same time, this paradigm tries to comprehend and interpret the reality given, that is to say, a real context where this group of people are involved.

According to Barrantes (2008), this paradigm is also called humanist, and focuses on the study of the meaning of human actions. Barrantes also explains, "In this process, the subject and object interact to construct knowledge, getting immersed into the subject's world". (2008, p.61)

The relationship between the researcher and the subject under study is relevant and effective results will depend on this interaction. Barrantes insists:

"The nature of this reality is dynamic, multiple, holistic, built and divergent. The purpose, of this research is to understand and interpret reality, people's meanings, perceptions, interactions and actions." (Barrantes, 2008:p.61)

The naturalistic paradigm recognizes the natural world as it is experienced from the formal, controlled experiments of a laboratory. The naturalistic paradigm combines thinking, knowledge, perception, feelings and actions as interconnected parts of a whole because cognition is the tool used to connect the body with its environment. "In this process, the subjects and the object interact to build the knowledge, penetrating into the subjects' world." (Barrantes, 2006: 61) Therefore, one of the purposes of the investigation is to determine the possible learning

activities that stimulate the cognitive processes related to the enhancement of the English speaking competence. Finally, it is worth to mention that this paradigm thrives on the researcher's values, the context's values and the theories stated about the topic.

3.2 Approach of the investigation

According to the nature of the investigation, the appropriate approach is the qualitative, because it is the human being and its natural surroundings and environment that will be observed and processed according to the necessities of the investigator. Associated with this approach, it is intended to analyze the cognitive, affective and assessment perception toward the speaking skill developed in the second language classes.

This approach is interested in knowing how the process occurs, the issue or the problem; it also seeks to provide a holistic description, which permits to analyze an issue or particular activity; and thus, offer a range of criteria throughout all the investigation process, because "the qualitative approach seeks to reach the knowledge that comes from within, through understanding of intent and the use of empathy." (Barrantes, 2006:68).

The qualitative investigation allows a previous reflection of what is wanted to investigate a clear and thorough conceptualization as well as an action that makes it systematic and rigorous. It is a process that involves decisions and choices from the person who is investigating.

This approach is oriented to the process while it seeks to build the reality from the experiences students have had and how these experiences influence the students´ competence in speaking a second language. The communication effectiveness, the fluency, the pronunciation and other issues regarding the natural development of the students with the target language are going to be observed according to the phenomenology and inductive conception.

3.3 Type of Investigation

Dezin and Lincoln (1994) define qualitative research:

"Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials, case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals' lives."

The observation to be performed by the investigator will determine the action of the natural behavior of the students in a normal teaching-learning environment. The objective of the observer is to collect all the information from the perspective that Dezin and Lincoln describe in their definition of a qualitative research. The success of this investigation lies on the collection of the observation, life story,

case study, and the interactional experience of the teacher-students routines in the English classroom.

Regarding to the observation techniques used in a sociological investigation, Asti mentions:

"The observation techniques constitute the first step in a field work, because they offer the initial contact with the real social group that will be studied. When studying the psychological investigation, we focus on the observation of that domain; and that is how the observation is used in sociology." (Asti, 1973:43)

This research is merely descriptive: it seeks to describe the situations faced by students coursing tenth grade in class situations of daily routines. It seeks to describe and develop the objectives in a specific way, through the description of the variables. It not only aims to obtain information, but also to identify the relationship between them. Researchers study the events and situations that are happening in the class. In the same form, it describes the methodology that the professor uses and how the students react to it during the development of the class. In addition, another not less important detail is, if students are interested in learning or do not have enough motivation.

According to Colas (1997), descriptive research aims at the identification of elements and exploration of its connections, also specifies the description of processes, contexts, institutions, systems, and people. According to the taxonomy establish by Peshkin (1993), the established synthesis shows the extent of the

studies and diversity of themes, which focus on the description, generation of theories, the verification of hypothesis, and the evaluation.

3.4 Design of the Investigation

The project design used in the development of this investigation is the non-experimental investigation. The reason for this type of design is that the variables will not be manipulated by the investigator.

3.5 Techniques of the Investigation

This project requires of several investigation techniques that will reveal important information necessary to accomplish the objectives of the investigation. Among the instruments used by the investigator are:

Survey: a survey is a very practical instrument to obtain information. With a survey, the investigator can get revealing data that students experience daily in their English classes.

Questionnaires: this technique consists on direct questions, where students will reveal specific information according to the topic of the questionnaire and the technique used by the investigator.

Interview: a personal interview with the students will be used to obtain more technical information regarding the objectives of the study. An interview will have

the students in the scenario the investigator needs to analyze the necessities and faculties of the students.

3.6 Subject and sources of investigation

3.6.1 Subject

3.6.1.1 Population

The population under study is the tenth graders at Liceo Bilingüe de Belén, in Belén, Heredia. This population is between fourteen to sixteen years old. Most of them have not failed any school year, with some exceptions. Part of the population comes from public institutions with similar methodology as the high school they are at now. The other part comes from the private sector and the dynamic is a little different in terms of methodology and English teaching.

3.6.1.2 Sample

The research will be administered to thirty students coursing tenth grade at Liceo Bilingüe de Belén High School, located in the community of Belén in Heredia. These students do not have any type of significant curricular adaptations. This group is divided into two halves, fifteen students in each group. Both groups will be observed by the same facilitator and the instruments will be applied in the same way.

Each of those groups takes five lessons of English of forty minutes each lesson per week. They take four lessons in pairs and one apart during a common week. This sample of the investigation came from different primary schools (private and public institutions) with different English levels and most of them have been in this high school for three complete school years.

3.6.2 Sources of investigation

3.6.2.1 Primary Sources

The investigator will carry out several instruments with the students in order to obtain the necessary information to accomplish the objectives of the investigation.

To carry out this investigation, the inquirers made interviews based on different kinds of questions to obtain the opinion of the teachers. Moreover, an interview to 30 students from tenth grade, based on these interviews and with the collected information the researchers analyze how important the learning process to obtain desirable results is.

Other important instruments will be used in case the study requires it along the investigation and under the judgment of the observer. How the sample of the population under study present necessities will determine the factuality of the incursion of new and more accurate material to obtain relevant information.

3.6.2.2 Secondary Sources

A secondary source is generally a historical description built from primary sources. According to The World Encyclopedia of Library and Information Science, a secondary source interprets and analyzes primary sources. These do not depend from the primary sources. Information from this research will be reinforced by other resources such as books, internet, magazines, and articles related to the topic. These will contribute to reinforce the information of this research.

Chapter IV

Data Analysis and

Results

4.1 Analysis and Results

4.1.1 Introduction

"Data collection and analysis is a simultaneous activity in qualitative research" (Merriam, 1988). But in this very part of this case study project, it is time to see what "emerging insights, hunches, and tentative hypotheses" (Merriam, 1988) help the researcher make sense of the abundant data collected by all three researching tools (see Appendix 1, 2 & 3). It is now the time to provide the research project reader with a straightforward rendering in detail of what is actually going on with Brandl's theoretical conceptualization of learning and acquisition and its connection with the speaking language mastery standards associated to the final written examinations taken by language students at this school.

After visiting classrooms with different language instructors, holding the interview questions with various teachers, some who were visited and observed in their classrooms, and surveying a cohort of language learners, based on Green, Camilli, & Elmore's idea about factor analysis (2010), the search for "patterns of correlations among items" begins here in Chapter 4. This section of this case study aims at finding highly interrelated items, by means of an exploratory factor analysis of the information provided by students, class observations, and teachers.

In order to obtain enough information from the subjects under study, the researcher can use different techniques that will provide the required information to analyze. The use of these tools will provide real and significant information to understand the situation around the problem. The information is represented

through colored graphs to give a better understanding of the results gotten. Other information is considered through teachers' opinions. These results are the support of the investigation and provide the necessary information in order to accomplish the objectives planned at the beginning of this document.

According to Research and Consultation Kirklees Council (2009), questionnaires are commonly used:

- To collect factual information, in order to classify people and their circumstances.
- To gather straightforward information relating to people's behavior.
- To look at the basic attitudes/opinions of a group of people relating to a particular issue.
- To measure the satisfaction of customers with a product or service.
- To collect "baseline" information which can then be tracked over time.

The importance of surveys for statistics are related with a large number of people that can be surveyed, these instruments are relatively low cost (Kirklees Council, 2009,p.4), because of these surveys as instruments should be a remarkable aspect to quantify information.

John Milne (2011), states that, "respondents may answer superficially especially if questionnaire takes a long time to complete. The common mistake of asking too many questions should be avoided" (p.1). The responses for questionnaires should be more objective than interviews.

According to Milne (2011), it is relatively quick to collect information using a questionnaire; however, in some situations they can take a long time not only to design but also, to apply and analyze the information. Potential information can be collected from a large portion of a group, for this reason, the target information should contain the information required for the participants.

This chapter shows the results of the different instruments applied during the investigation. The researcher was in charge of the application, and according to the results obtained, the researcher made the interpretation and conclusion of the participation of the students as well.

The objective of this chapter is to obtain the description of the investigation problem. The information was tabulated and presented in graphs to easily show results for the reader.

Considering the fact that interviews, surveys and different types of observations were used to collect the information, the corresponding graphs and comments will clarify to the reader the results and the conclusions made by the researcher.

Another important aspect to mention is that the group under observation was compounded of 30 students of tenth grade, 6 instructors of those students were interviewed, and around 10 different class observations took place in a period of 1 month. The presentation of the graphs vary showing sometimes only one element, sometimes two elements in perspective, and sometimes the three elements together.

The types of charts or figures presented in this chapter vary according to the analysis made by the investigator and thinking in the more convenient and efficient way to present it to the reader. Among them there will be listing, process, cycle, hierarchy, and relationship graphs.

4.1.2 Brandl's Communicative Approach Principles

- **Principle 1. Use tasks as an organizational principle**

The most important intention here is that teachers organize lesson plans based on tasks, taking into account that language use is the driving force for language development and acquisition. Some proponents of the use of tasks as the center of the lesson plan (Breen 1987, Long 1985, Numan 1989, and Prabhu 1987) suggest using tasks as central units that form the basis of daily and long-term lesson plans. As Norris, Brown, Hudson, and Yoshioka (1998) put it, "the best way to learn and teach a language is through social interactions. [… they] allow students to work toward a clear goal, share information and opinions, negotiate meaning, get the interlocutor's help in comprehending input, and receive feedback on their language production."

 "…it is not the text one reads or the grammar one studies but the tasks
that are presented that provide learners a purpose to use the grammar
in a meaningful context. This gives task design and its use a pivotal
role in shaping the language learning process." (Brandl, 2008)

It is important to keep in mind the definition of "tasks" as it is referred to in this study. Below, you will find three different interpretations of the word task, each of which highlights different nuances of the term.

One of the most widely quoted definitions for task is offered by Long (1985). He refers to a task as: "*A piece of work undertaken for oneself or for others, freely or for some reward.*" Another well-known definition is provided by Nunan (1989). He considers a task as: "*any classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form*" (p.10). More recently, Skehan (1998) summarizes the parameters for a task activity in the following way: *"(a) meaning is primary, (b) learners are not given other people's meanings to regurgitate, (c) there is some sort of relationship to comparable real-world activities, (d) task completion has a priority, and (e), the assessment of tasks are done in terms of outcome"* (p. 147)

According to evidence collected through the surveys, interviews, and classroom observation, teachers definitely continue to forget that students' most important goal in learning a second language is to use it continuously. They rather teach English using grammar and texts as the main focus of the lesson. The use of textbooks full of grammar and texts, photocopied material with more grammar practice, and the long-boring explanations of grammatical structures on the board continue to be the common denominator of English classes.

Figure 1. Different viewpoints of the use of tasks in the classroom.

Teachers say they...
- ...avoid structures and boring methodologies.
- ...use videos, readings, and other "real life" activities with the students
- ...provide students with useful materials to create products like letters, e-mails, and conversations.

Students say they...
- ...receive explanations (sometimes unclear) of the contents they are studying.
- ...practice with printed materials (a lot of photocopies) and on the textbook.
- ...do not use real-life situations in the classroom to practice the language.

The class proves that...
- ...none of the teachers did activities involving tasks where they could produce the target language.
- ...most teachers did not use real-life activities or tasks in the explanation of grammar and/or vocabulary contents.

Source: Table 4 regarding Principle N°1: Use tasks as an organizational principle.

According to Figure N° 1, we can observe that teachers' intention to teach English differ from reality according to students responses to surveys and the investigator's visits to the classes. It seems that teachers want to properly use of activities and methodologies, but when it comes to the daily work, things happen in a different way.

From the interviews carried out to the learners' teachers, they assured that their classes contained several activities in which the students used English in many ways giving the idea that they actually used tasks and real-life situations when teachings contents like grammar and vocabulary. Nevertheless, in the

surveys carried to learners, they made several observations in regards to the use of tasks in the class.

As it can be seen in Figure 1: *Different viewpoints of the use of tasks in the classroom*; learners state that they get explanations from their teachers of what they are learning, probably in a magisterial way, in which teachers talk for long periods in their attempt to explain the concepts and structures, and students listen and take notes of what the teacher is saying, some of them declaring that the explanations are sometimes confusing or unclear. Learners also added that after the long explanations, they get photocopies (which in some cases they have to buy) with big amounts of grammar and vocabulary exercises. They sometimes spend the rest of the class doing the exercises alone, in pairs, or in small groups.

Moreover, with the students' perception of English classes they say they are not assigned with tasks or real-life activities where they can explore the language and learn concepts and vocabulary in a creative way. Contrary to this, teachers have them complete activities and exercises form the textbook, photocopied material, and doing repetitive conversations sometimes without any specific purpose.

The visits to the classrooms where teachers and students of the present analysis were involved, did not show anything different from what students expressed in their surveys. According to information gathered from the already mentioned visits, none of the teachers developed tasks for the students so they could use the target language creatively. Opposite to this, after teachers'

explanations, students were assigned to work on photocopied materials, read some texts, use the textbook's exercises to review what they had just learned.

> "Thus examples of tasks include […] filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, talking a driving test, typing a letter, […], making a hotel reservation, writing a check, finding a street destination and helping someone across the road" (Long, 1985)

The point with the quote above is a grasp of the quantity of tasks teachers can use in their plans with the final purpose of having their students be able to output some English. "*In other words,* Long adds, *by "task" is meant the hundred and one things people do in everyday life, at work, at play, and in between".*

- **Principle 2. Promote learning by doing**

This principle is fundamental in communicative learning teaching methodologies because it implies the notion of learning by doing. It is based on the theory that a hands-on approach positively enhances a learner's cognitive engagement.

> "…new knowledge is better integrated into long-term memory, and easier retrieved, if tied to real-world events and activities." (Long and Doughty, 2003)

It is the facilitators' responsibility to find those hands-on activities where their students will be involved by building, creating, developing, and, why not, play with the language. Sometimes it seems to be hard to find appealing activities to every

content and objective in the plans that MEP gives to the teachers, however, it is important to remember that those activities are based on the daily, normal, and practical activities we constantly do.

Figure 2. Positive and negative things teachers do to promote learning by doing according to students' point of view.

+
conversations, oral presentations, reading outloud, use of audios

-
not enough practice, not many dynamic activities, monotonous repetition of activities
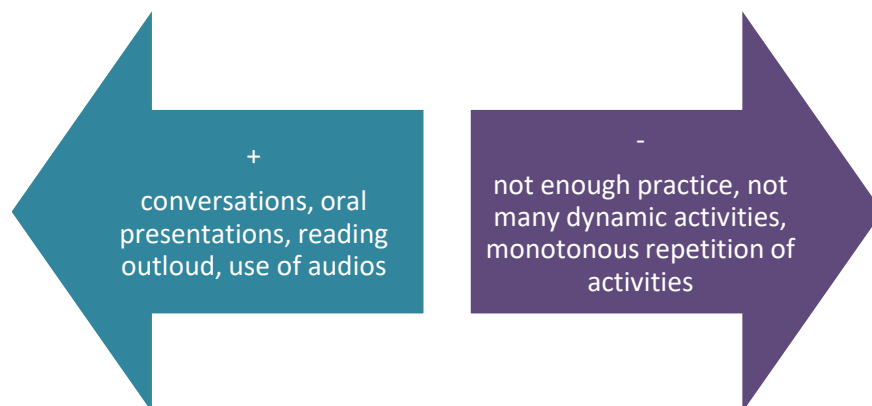
Source: Table 5. How teachers promote learning by doing according to students' point of view.

Based on data collected in the surveys carried out to the students involved in the analysis of this project, they mentioned some activities that their teachers have them do and where they are "forced" ore intended to use English, whether in an oral or a written form. Those activities include conversations, oral presentations, reading out loud stories or articles, and using audios to complete sentences or take notes of the information. Other students also mentioned the use of textbooks and informal conversations with the facilitators.

Regardless the intention of the facilitators of using some activities to make the students use English in their class, they do not seem to have a clear idea of the kind of activities students can do to practice their English.

According to figure 2, the type of activities teachers use in the class do not seem to be the ones students are expecting. For example, students stated in the surveys that some of the activities teachers use are not enough, lack of dynamism, and are monotonous or boring.

This information reveals that teachers keep using activities students are no longer interested or intrigued in; and not necessarily are effective to get the students learn, practice, and explore the language.

The "learning by doing" principle is strongly supported by an active approach to using language early on. For example, Swain (1985, 1995) suggests that learners need to actively produce language. Only in this way can they try out new rules and modify them accordingly. Based on this principle, teachers should be encouraged to find appropriate resources, activities, mechanisms, ideas, and any creative activity, where the student is able to use the second language they are learning.

According to Omaggio-Handley (2001), learners should be encouraged to express their own meaning as early as possible after productive skills have been introduced. Such opportunities should also entail a wide range of contexts in which they can carry out numerous different speech acts. The idea of this is to happen in the more realistic context, so that very soon, the linguistic knowledge becomes automatic.

Figure 3. Resources & facilities teachers count with in their classrooms.
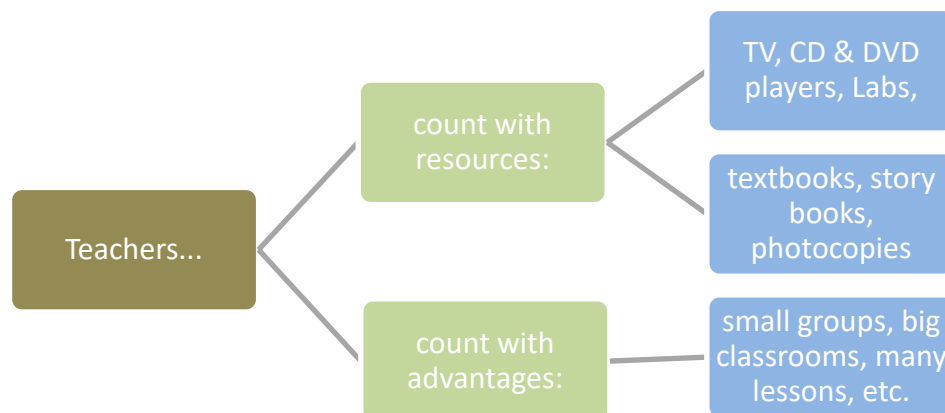
To teach another language it may not be crucial to count with the most sophisticated technology, the latest textbook published by the editorials, or a building with specific facilities. Yes it is important to count with a comfortable place especially when it comes to having a group of students learning together with a single professor.

Based on the investigator's visits to classes where teachers developed their lessons in the more natural way, it was observed that teachers actually counted with good facilities and resources to teach. The facilitators visited by the investigator had at their disposal several elements to make their class encouraging and challenging.

For instance, each professor had their own classroom with enough space to allot their students. Another element in favor of teachers is the fact that groups are very small for being a bilingual school (academic schools normally have between

30 to 40 students in the same classroom). One more element to add to the benefit of the teachers is that most of them counted with flat screens, CD players, DVD players, their own textbook for the subject, books about stories and novels, and they could even use the computing laboratories for specific tasks.

This is important to mention in order to show variables that count to help the teacher plan activities that would trigger the use of the language among the students. Facilitators then have the opportunity to create interactive lessons which can be interesting and appealing to students and where, of course, they will be able to do.

- **Principle 3. Input needs to be rich**

Needless to say, there is no way it can be compared the exposure of students to the second language versus the mother language. There is a huge difference between the time learners speak the first language and the time they use the target language, in this case of course, English. Considering the rich input students experience while developing their native tongue, growing up speaking Spanish means they are exposed to a plethora of language patterns, chunks, and phrases in numerous contexts and situations over many years.

It would be very difficult, not to say impossible, to duplicate this rich input in the classroom alone, in order to develop native-like language skills. Nevertheless, the input provided needs to be as rich as possible.

"Rich input entails realistic samples of discourse use surrounding native speaker and non-native speaker accomplishments of targeted tasks" (Doughty and Long, 2003)

Figure 4. Input students receive inside and outside of the classroom.

Input received in the classroom	Input received outside of the classroom
Conversations between students	Watching movies in English
Listening to the teachers talk	Games in English
Audio CD's with different accents	Taking tutoring classes
Videos	Use of the Internet
Poster presentations and role-play activities	Chatting/speaking with friends they know
Repetition of vocabulary	Reading books in English
Reading texts in English	

Source: Information gathered in students' responses to surveys.

As noted in the previous paragraphs, input of the target language has to be as rich as possible. In the case of the students of 10th grade at Liceo Bilingüe de Belén, and according to their own point of view, they are not getting the desirable amount of input. What students receive in English are the instructions they get from the teacher while giving the class and the explanation of the topics, grammar structures and vocabulary. Students also receive native English when they listen to audio CD's that come with the textbooks, watch short videos that also accompany those textbooks. According to observations in class, some students talk to each

other in English while doing the activities assigned by the professor; however, a very minority would only speak Spanish while giving opinions, answering the questions, and participating throughout the activities.

The necessity of listening to English pronunciation, vocabulary, and everyday phrases common in this language, will enable the students to assimilate the language faster and become more knowledgeable. All teachers' first language at Liceo Bilingüe de Belén is Spanish, and they all learned English at universities and with their own effort. It is clear they are not English native speakers or should have a "perfect" English-like pronunciation. Teachers in this case are doing their best, some are still studying and training their language skills daily in order to have better skills to teach this language.

In spite of the above stated, there are some teachers whose effort in the class does not show they are doing their best. Example of this is that some of them prefer to give instructions real quick and have the students do photocopied exercises that, sometimes, the time of the class in not even enough to finish it and even less to assess what they've done.

Other teachers did seem to take advantage of resources in order to have their students listen to English native speakers. For instance, teachers would play short videos and documentaries, they would play songs to them and also use audio CD's with conversations between native speakers, or just talk to them in English over 95% of the class.

Students' reaction to this sort of activities was, in most cases, of attention, interest and entertainment. Learners would show more attentive and excited to the class and to get as much information as possible from what they were listening to.

- **Principle 4. Input needs to be meaningful, comprehensible, and elaborated**

The previous principle mentioned the importance of getting as much input as possible from the target language. The relevance of using as many sources and having the students in a spot where they would just get English, English, and more English.

A fundamental prerequisite for learning to happen is that this amount of information students are getting, has to be meaningful, comprehensible, and elaborated. This means the information being presented must be clearly relatable to existing knowledge that the learner already possesses. This existing knowledge has to be organized in such a way that the new information is easily assimilated, or "attached" to the learner's cognitive structure.

In addition to being meaningful, what students are listening to or reading has to be useful. And of course, English cannot be meaningful and useful if it is not comprehensible. This means, as Lee and VanPatten (1995) put it, "The learner must be able to understand most of what the speaker (or writer) is saying if acquisition is to happen. […], the learner must be able to figure out what the

speaker is saying if he is to attach meaning to the speech stream coming at him"

(p.38)

The authors further describe the importance of this hypothesis in the following way:

"Acquisition consists in large part of the building up of form-meaning connections in the learner's head. Features of language, be they grammar, vocabulary, pronunciation, or something else, can only make their way into the learner's mental representation of the language system if they have been linked to some kind of real-world meaning. If the input is comprehensible or if it is not meaning-bearing, then these form-meaning connections just don't happen." (p. 38)

The figure below shows positive aspects students considered about the input they receive in classes, and the negative aspects they think they get from the sources facilitators use.

Figure 5. How comprehensible the input in classes is according to students.

- I understand the teacher.	- It's hard to understand teachers.
- The teacher uses words easy to understand.	- Teachers talk too fast.
-I understand very well audios and videos where native speakers talk.	- Poor quality of the audio outcome (speakers)
	- It's hard to understand other accents such as Brittish.
	- It's hard to understand from the audio CD's.
	- Low volume from the sources.
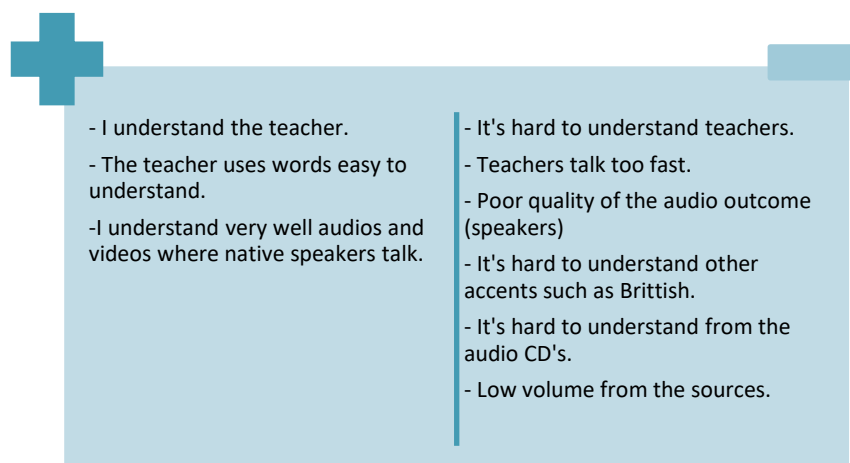
Source: Tables 3 and 11 about the type of input students receive from the different sources.

According to Figure 5, some students apparently understand their teachers well or very well. We have to take into consideration the fact that Liceo Bilingüe de Belén has students with mid-high level of English mastery and these students are the ones who probably decode the input receiving from the teachers, the native speakers from the audio CDs and videos, and from the different types of books they commonly use in the different classes.

In disadvantage are those whose English level is lower and struggle to comprehend what is going on in the class since "hello" to "good bye". This group of students have to work harder to understand the professors when giving instructions and explaining vocabulary and structures. They sit closer to the speakers and ask for repetitions of the tracks to do whatever they are doing and to complete the task. These students also need to ask a classmate for help in the class and look for "tutors" paying them considerable amounts of money.

In this scenario, teachers have to behave as real facilitators to give special attention to those who are in disadvantage. They need to make sure the input is clearly understood by the 100% of the class; both high achievers and those who struggle more to understand and be understood.

Based on the teachers' responses in those interviews held in the school some months ago; they are aware of the situation and they do have some strategies and tools, which are, they say, useful to help the students with less easiness to learn the language. Next are some of those strategies and tools teachers mentioned they use in the classroom when they talk to them. They also

mentioned how they monitor that their students comprehend the target language when they receive input from other sources during the class:

- ➢ Repeating words, phrases, sentences, instructions, etc.
- ➢ Repeating pronunciation of trouble-some phonemes.
- ➢ Asking to check if students understood.
- ➢ Reinforcing areas where they have to improve.
- ➢ Using Spanish (translations)
- ➢ Gestures with the hands and the face.
- ➢ Avoiding overusing videos and audio CD's.

According to facilitators, it is sometimes very hard to provide the students with enough input, because of the conditions in which students are and the difference in the level of English of each student. In the interviews with the facilitators, they expressed what they have to do in order to assure that students are following the class. They have to repeat certain words, phrases, and instructions so that students have a second or even a third chance to understand what the professor is saying. They also ask to their students if they understood what the teacher just said. This is a good way to monitor whether or not students comprehend and allows teachers to continue with the explanations knowing they are following.

Teachers also mentioned that sometimes they use their last shot: speaking Spanish. This is definitely the scenario teachers do not want to get into. The moment you give up with trying and use the mother language, then it feels like a

battle was lost. It is important to keep translations as the last resource; the less you use the mother language, the better. Even when students ask for translation of vocabulary, teachers can give definitions, synonyms, or antonyms in English.

The other valid resource professors said they use in class is gestures. Using hands to show a rounded shape, or to point at thing; making weird and funny faces to show words that describe facial expressions for example are tools teachers can use to guarantee comprehension of the target language.

If incomprehensibility is present in teachers' explanations, instructions, guidance, and even general communication, feedback can also become useless. There should not be an oversimplification of input for students; it needs to be according to the level ascribed to their necessities. Problem is that, as noted by teachers and class observations, there is a coexistence of learners with a disparity of proficiency levels in the classrooms triggering excessive use of Spanish, the need for lots of scaffolding that is helping students complete a language task but that is not helping the teacher assess how much students are really learning. And though there is a group of learners, who –according to student surveys- are happy with instructions in this institution, there is another group that complains a lot about teachers who they seem not to be appropriate in the use of resources. From a mere Krashen's point of view of $i + 1$, instructors are not providing them with the right, comprehensible input needed to foster learning and acquisition.

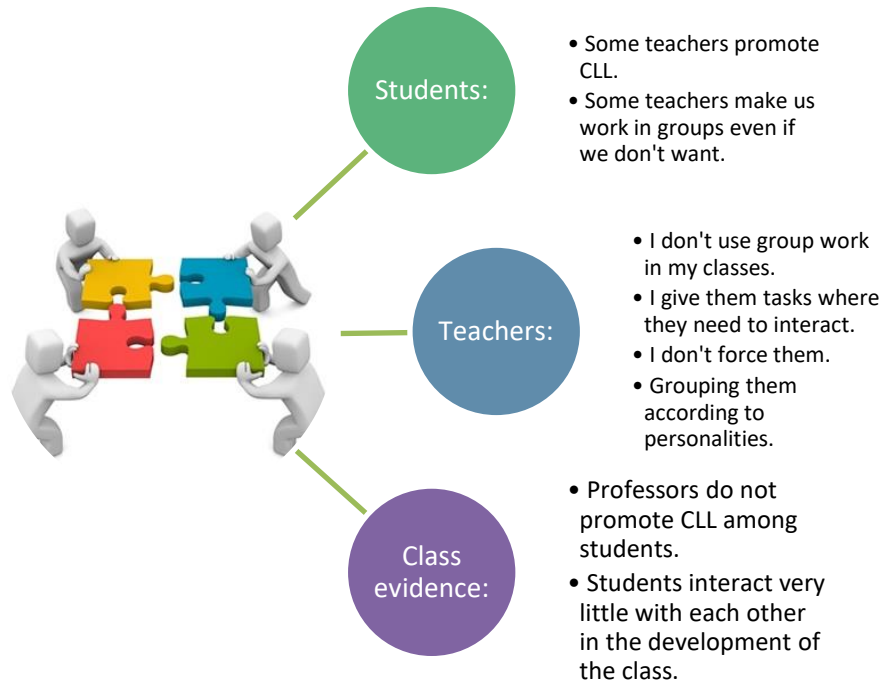- **Principle 5. Promote cooperative and collaborative learning**

In general education, cooperative or collaborative learning has long been recognized as a strong facilitator of learning (e.g., see Kagan 1989). In such an approach, classrooms are organized so that students work together in small cooperative teams, such as groups or pairs, to complete activities. In second language learning environments, students work cooperatively on a language-learning task or collaboratively by achieving the goal through communicative use of the target language. The importance of learning in these situations is what takes place during the interaction between the learners and the teacher, and among the learners.

> "Cooperative learning is designed to engage learners actively in the learning process. Through inquiry and interaction with peers in small groups, learners work together towards a common goal. As a major movement within the broad context of the educational mainstream, cooperative learning has specific relevance for literacy and language learning. Communicative approaches to second/foreign language teaching can effectively draw on the principles and characteristics of cooperative learning to make language teaching and learning more effective. This joining of communicative instructional approaches with cooperative learning should be effective whether applied to the second/foreign language classroom or to the sheltered classroom integrating language learning with content-area learning." (Fathman and Kessler, 2008)

Not only it is of great importance the amount of input students should be exposed to, but they must be active conversational participants who interact and

negotiate the type of input they receive. Learners cannot simply listen to input, interaction involves both input and learner production.

Figure 6. Communicative Language Learning in the classroom according to evidence gathered through interviews, surveys and classroom observation.

Students:
• Some teachers promote CLL.
• Some teachers make us work in groups even if we don't want.

Teachers:
• I don't use group work in my classes.
• I give them tasks where they need to interact.
• I don't force them.
• Grouping them according to personalities.

Class evidence:
• Professors do not promote CLL among students.
• Students interact very little with each other in the development of the class.

Source: Data obtained from interviews, surveys, and class observation.

While the ability to develop a new language is fostered between and among learners, the social interaction between the teacher, as the expert, and the student, as the novice, which has been the focus of traditional instruction, is of equal importance and should not be ignored. Through the assistance of the teacher and the social interaction, the learner is led to reach a potential that exceeds their current level of English.

The facts provided by the data collected among language learners is quite revealing but disappointing, too. Figure N°6 can fairly be summarized to the

absence of Cooperative and Collaborative Language Learning in the classes of English at Liceo Bilingüe de Belén. Based on the evidence, students expressed in the surveys that they did not work in groups or pairs very commonly. They said only some of their teachers would encourage them to do so, but some of them would "make" them do it even if they did not like it.

Even teachers, according to their answers in the interviews, mentioned they did not work in groups and only rarely would have them work in pairs. It seems that teachers are not aware of the relevance of this methodology or decide to ignore it. Only one of the teachers mentioned he would give tasks to their students which they would have to complete in small groups in an interactive way. He would also mention that he grouped them according to personality traits and relationships between them, that is, affinity.

Last but not least, the investigator's visits to the classes could not show anything different. Of all the visits the investigator did, none of them would have the class work cooperatively or collaboratively. Students would be arranged in rows – one behind the other- listening to the teachers talk. One class would be arranged in one big circle around the classroom. They would be able to see each other's faces and interact… in Spanish while the professor would be writing on the board. One last group would also be in rows of five students each and by the time they were asked to work on a practice they would be free to work either in pairs, small groups, or individually, according to their own preferences.
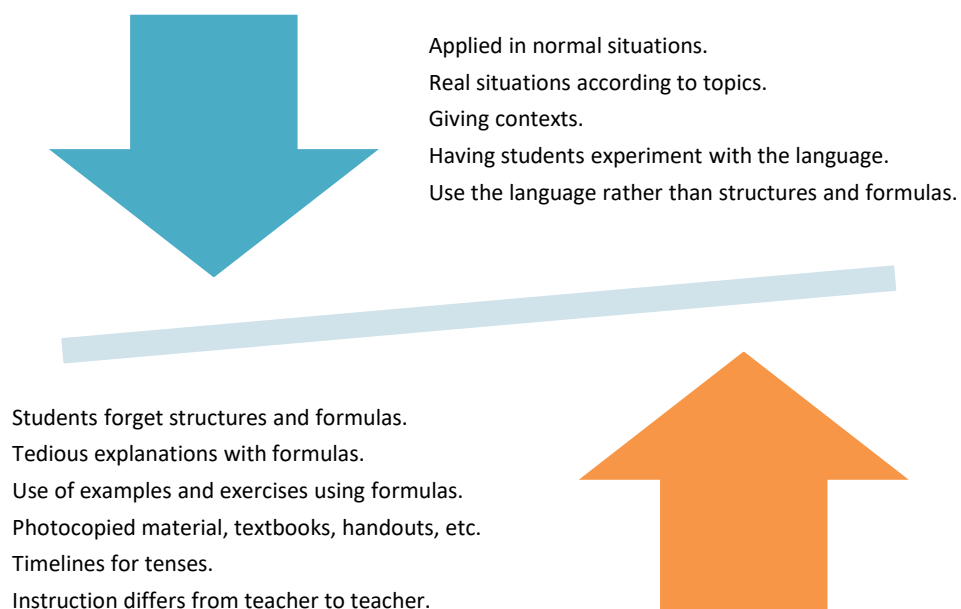
- **Principle 6. Focus on form**

Focus on form approach to explicit grammar teaching emphasizes a form-meaning connection and teaches grammar within contexts and trough communicative tasks. Doughty and Long (2003) point out that overwhelming empirical evidence exists in favor of a focus-on-form approach hence, they proclaim it a fundamental methodological principle in support of CLT and task-based language instruction.

> "Focus on form often consists of an occasional shift of attention to linguistic code features – by the teacher and/or one or more students – triggered by perceived problems with comprehension or production. This is similar to what happens when native speakers who are good writers pause to consider the appropriate form of address to use when composing a letter to a stranger, or when efficient readers suddenly "disconfirm a hypothesis" while reading and are momentarily obliged to retrace their steps in a text until they locate the item… The usual and fundamental orientation is to meaning and communication" (Long and Robinson, 1998)

Long's focus on form approach is supported by the interaction hypothesis. According to the interaction hypothesis, an L2 is not acquired only through sufficient input; L2 acquisition is achieved most successfully when input is modified through negotiation of meaning between nonnative speakers and more proficient speakers or native speakers. In other words, when learners encounter communication breakdowns, the learners pay attention to unknown words in order to solve the communication breakdown by "clarification requests", "repetitions," and

"confirmation checks" (Long and Robinson 22), and Long defines these clarifications as negotiation of meaning.

Figure 7. How teachers instruct grammar in the classroom.

Applied in normal situations.
Real situations according to topics.
Giving contexts.
Having students experiment with the language.
Use the language rather than structures and formulas.

Students forget structures and formulas.
Tedious explanations with formulas.
Use of examples and exercises using formulas.
Photocopied material, textbooks, handouts, etc.
Timelines for tenses.
Instruction differs from teacher to teacher.

Source: Table 6 on how teachers teach grammar according to students' experiences.

For many years, teaching English has become a grammar centered class, where teachers confused the objective of teaching a language for communication and substituted it for "experts in grammatical structures". Boring explanations of time-line verb tenses, never-ending exercises repeating and repeating the same activity (most of the times in photocopied material which is very little interesting to the eye of the adolescents), and exams where at least 70% is to measure the use of different grammatical contents, are part of the everyday English class in different schools. Even some textbooks are full of grammar and all students do throughout as school year is to practice grammar.

Teachers at Liceo Bilingüe de Belén; and more specifically, those teaching 10th graders (according to the present study), are not the exception to the rule. According to the investigator's visits to the classes of the students under analysis, it was observed that facilitators teach grammar "the old school".   They spend long periods of the class giving instructions on how to make sentences in past passive, and the use of impersonal pronouns. Then, teachers would give them instructions on the type of activity they would do, some exercises in the textbook and workbook and some dialogues with a classmate where the grammatical content is present.

Teaching grammar has a positive influence on noticing grammatical forms, preventing fossilization, using grammar creatively, and encouraging classroom participation. First, Eli Hinkel and Sandra Fotos state that, if learners are continuously exposed to a certain grammatical structure in formal instruction, they are more likely to notice the structure and realize the difference between grammatically correct speech and their current speech. Thus, the students' observation will help them to use the structure in communication automatically.
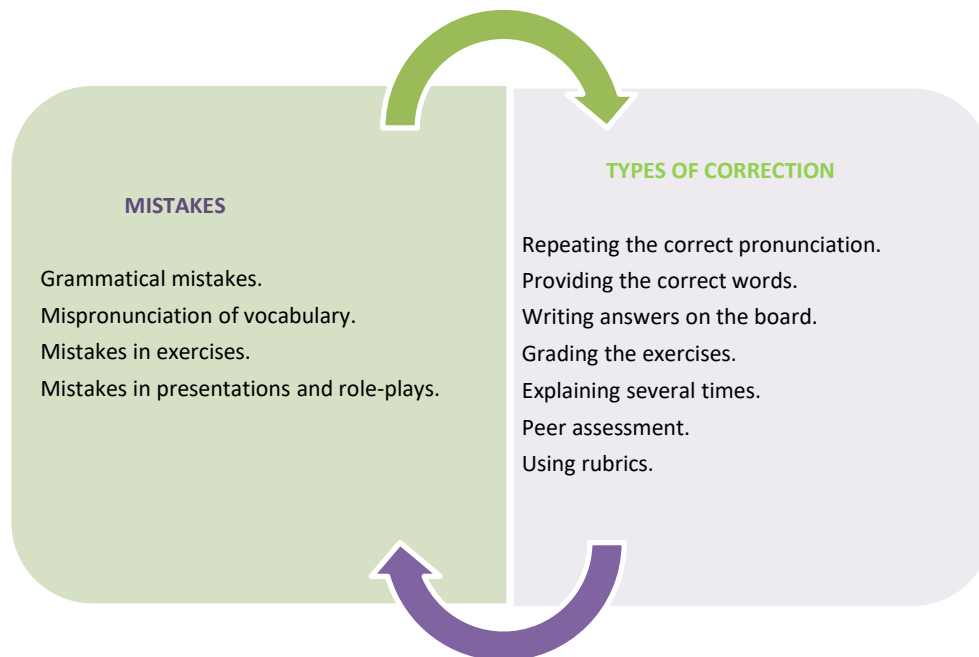
It would be more meaningful if students are set in a context where they automatically recognize the correct sentence pattern, verb tense, or the grammatical structure they are learning. Through students' interaction and the proper guidance from the facilitator, students can be able to identify new concepts and start using them naturally as they communicate with each other.

- **Principle 7. Provide error corrective feedback**

There are two different ways to categorize feedback: **positive feedback,** that confirms the correctness of a student's response and teachers demonstrate this behavior by agreeing, praising, or showing understanding. Or, **negative feedback**, generally known as error correction (Chaudron, 1988), which has a corrective function on a student's faulty language behavior. As students use the language, such evaluative feedback can be of great advantage for the students, to grow self-confidence and progression in their learning. On the other hand, it can harm a student's motivation and destroy any intention if what they receive is negative feedback from their professors.

"Acquisition is a process that is not usually instantaneous." (Doughty and Williams, 1998, p. 208) For this reason, although it has been proven that feedback is a necessary stage in the learning of a language and that most students think that it is of great help, it is not always as effective as expected. Studies have shown that even if students claim for feedback in their lessons, teachers notice that students continue to making the same mistakes. Achieving positive effects with error corrective feedback involves a long-term process that depends on corrective strategies and most of all on individual learner factors.

Figure 8. Mistakes and Corrections

MISTAKES

Grammatical mistakes.
Mispronunciation of vocabulary.
Mistakes in exercises.
Mistakes in presentations and role-plays.

TYPES OF CORRECTION

Repeating the correct pronunciation.
Providing the correct words.
Writing answers on the board.
Grading the exercises.
Explaining several times.
Peer assessment.
Using rubrics.

Source: Information taken from interviews and surveys along the investigation.

Based on the answers and comments from the professors at Liceo Bilingüe de Belén, they mentioned the importance of giving feedback to their students. All of them mentioned different forms of correcting and providing feedback to their apprentices. Among the techniques they say they use are: repeating the correct pronunciation by interruption or at the end of the class, providing the correct words when they make up words or do not use the appropriate term according to the context, writing answers on the board from a grammar or vocabulary practice, grading the exercises on their notebooks, textbooks or tests, explaining several times when the first explanation was not clear enough to all the students, peer assessment so they are able to identify mistakes too, and using different types of rubrics according to what is being evaluated.

Professors also shared that they would use some time at the end of the class session, to provide feedback to the class about the topics they worked on during that time. This feedback consists on reviewing vocabulary, phrases, expressions, grammar structures, or just asking students if they had doubts or questions about the class. This practice is very important since it is a relevant part in the learning process of a new language. To do this, teachers have to create an atmosphere in the class, where students can breathe confidence, comfort, relaxation, and spontaneity to receive correction and to ask questions for clarification.

On the side of the students, they expressed in the surveys the investigator facilitated them, how important correction was to them. They mentioned the importance of being corrected by the professors in order to comprehend better and not make the same mistakes again. They assured they would feel fine, comfortable, and not exposed when teachers corrected them. Some pupils would even say they would like to be corrected more often in order to learn better.

- **Principle 8. Recognize and respect affective factors of learning**
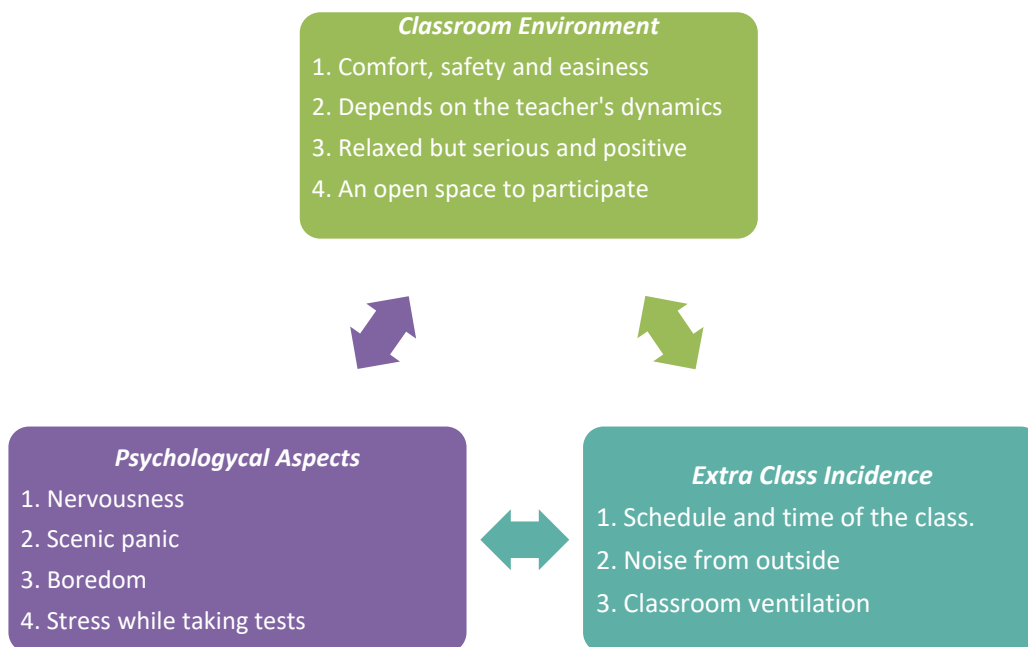
The Affective Filter was defined by Krashen as "a mental block, caused by affective factors… that prevents input from reaching the language acquisition device" (Krashen 1985 & 1993). In Krashen's learning model the Affective Filter can go up and down depending on those "affective factors" that can have a direct incidence on how input is retained in students' short-term memory to be later

moved onto their long-term memory, allowing them to use that information to monitor their performance. But the affective filter can be severely affected or enormously increased by other circumstances.

Based on informants' responses, the Affective Filter can be influenced by how students perceive classroom environment, by how they deal with extra class incidence that directly affects them, how they can feel in class, and by how certain psychological components can disturb learner well-being. The Affective Filter is altered by a positive or negative classroom environment. Based on students' answers, their filters definitely go down when; as stated by Brandl, "there is good synergy among students and teachers". A comfortable atmosphere in which a teacher "convey safety, comfort and easiness" with a slight doses of variety, engagement and humor can help "with the integration of reluctant speakers" and shy students,(Brandl, 2008).

For learners who want to feel at ease in class, meaning that their Affective Filter is low, they also look for a classroom with a "relaxed but serious, positive atmosphere", which contains "an open space to participate in topics that are being studied".

Figure 9. Synopsis of students' comments on Affective Filter.

Classroom Environment
1. Comfort, safety and easiness
2. Depends on the teacher's dynamics
3. Relaxed but serious and positive
4. An open space to participate

Psychologycal Aspects
1. Nervousness
2. Scenic panic
3. Boredom
4. Stress while taking tests

Extra Class Incidence
1. Schedule and time of the class.
2. Noise from outside
3. Classroom ventilation

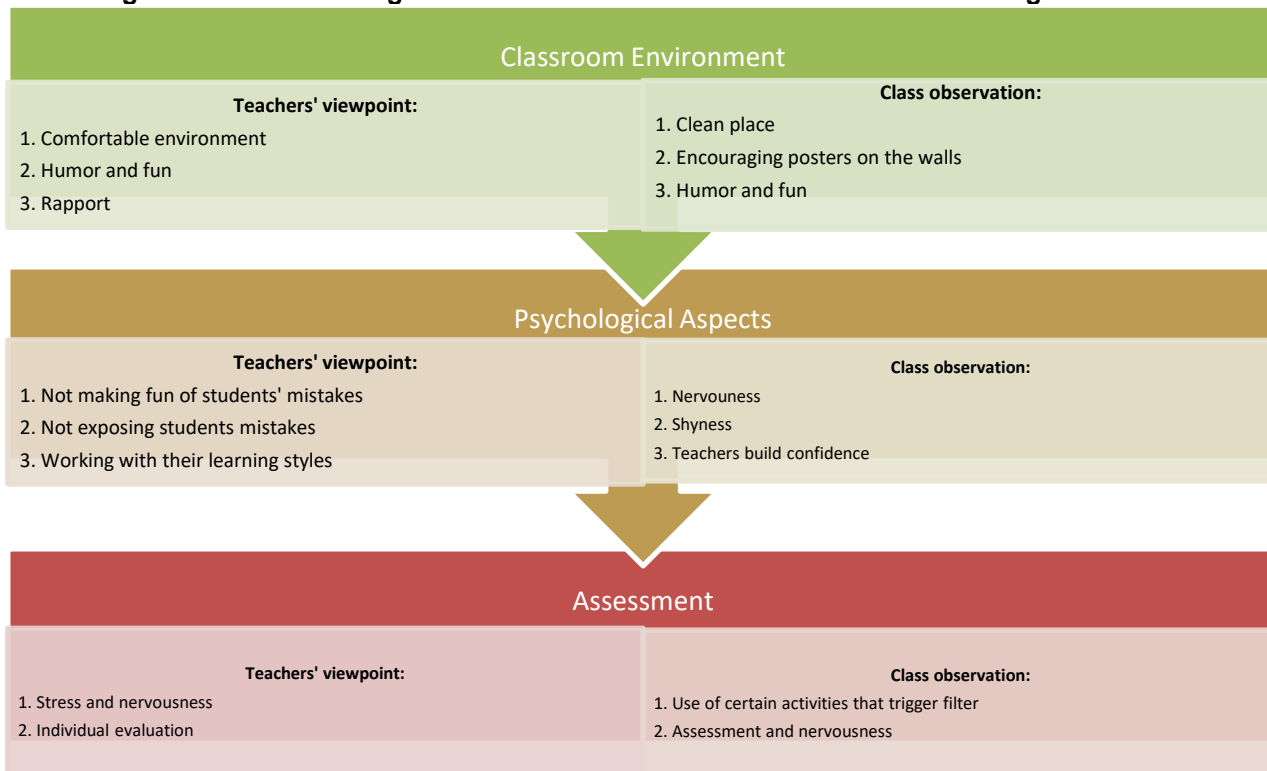**Source: Information provided by students in surveys.**

A High Affective Filter is triggered, -according to student survey responses-, by some specific psychological issues that they have found in this school. To start with students, informers pointed out towards boredom as detrimental for a good classroom environment. If variety is absent, the learners may not be "alert, focusing on the teacher or the material to be learnt", and cannot be "aware that something is coming that they need to take in" (Ur, 1996). Two other psychological reasons that can affect the well-being of a class is the presence of nervousness when speaking in front of the class or teacher and stress when having to take a test.

The Affective Filter is indeed affected by extra class forces that can predispose students from learning. As Scrivener (2005) puts it, "Students respond

to the way you" and the school "respond to them". If learners find the teacher and the infrastructure "unhelpful or not listening to them, then no amount of jolly games will put back the sparkle" (Scrivener, 2005). And this sparkle can start a fire when noise affects how students feel while being in the classroom, when there is lots of uncomfortable furniture in each class, when the ventilation makes the class temperature rise, or even when the English class is the last session in a long period of classes during a day.

The Affective Filter, form a Krashen's viewpoint, is essential in education and in language learning. The higher this filter is, for whatever reason may have been mentioned above, can definitely provoke learners to stop learning and then become an impediment for acquiring what teachers are exposing them to. The classroom environment is an important issue to always consider in language teacher; as pointed out by student survey respondents, a relaxing, comfortable, and synergic atmosphere prepares them for learning.

Figure 10. Teacher insights into Affective Filter and class visitation findings

Classroom Environment

Teachers' viewpoint:
1. Comfortable environment
2. Humor and fun
3. Rapport

Class observation:
1. Clean place
2. Encouraging posters on the walls
3. Humor and fun

Psychological Aspects

Teachers' viewpoint:
1. Not making fun of students' mistakes
2. Not exposing students mistakes
3. Working with their learning styles

Class observation:
1. Nervouness
2. Shyness
3. Teachers build confidence

Assessment

Teachers' viewpoint:
1. Stress and nervousness
2. Individual evaluation

Class observation:
1. Use of certain activities that trigger filter
2. Assessment and nervousness

Source: Teacher Insights into Affective Filter and class observations.

"Over the years, consistent relationships have been demonstrated between language attitudes, motivation, performance anxiety, and achievement in second language learning" (Brandl, 2008 & Gardner, 1985).

Students' Affective Filter can help learners acquire a foreign language because they feel motivated or at ease with the language and with the classroom environment. On the contrary, a "high" affective filter can put student learning at stake. As Brandl (2008) suggests, "Anxiety as a personal trait must be recognized and kept at a minimal level for learning to be maximized."

In this section of the present case study, based on teachers' interviews and data that was collected by means of class visitations, three different commonalities were detected in instructors' responses to questions asked about the affective filter, and during class observations. The same categories were observed to see if they were really happening along the class continuum: Classroom environment, Psychological aspects, and Assessment (see Figure 10: Teacher insights into Affective Filter and class visitation findings).

The very first "affective activity" that teachers, who were interviewed, reported was the creation of a non-threatening environment, where learning can take place. Moreover, beyond the mere creation of this ambience in class during class observations it was visible the sustainability of this low-anxiety atmosphere. "Humor can be the avenue by which one grabs the attention of disinterested students" (Minchew & Hopper, 2008). And there is no reason why a class cannot be spiced up with a bit of fun and hilariousness. While classes were being observed, instructors were seen making use of humor by joking with students respectfully.

Assessment days produce a lot of nervousness for the ones being evaluated, as pointed out by the teachers of this 10th grade students and agreed by students' answers on their surveys. And another moment in which learners' affective filter picks is when they have to give a presentation in front of their classmates. As it was witnessed by means of class observations, there are certain kinds of activities that trigger up learners' affective filters. The assessor-assessed

relationship is inevitable, but "assessment is not about evaluation. It is about finding out what students know or can do" (Brandl, 2008), and this must be understood by students.

Chapter V

Conclusions and Recommendations

As an investigator progresses through the process of a research case study in education like this one, dealing with student performance on English communication, especially in the oral production, one understands that "high-quality research is characterized by different attributes, many of which tend to be related to one another. This means that, first of all, "research is an activity based on the work of other" (Salkind, 2012), and this research project was not the exception. This case study was developed bearing in mind –at all times- Brandl's 8 Principles of Communicative Language Teaching and Task-Based Instruction of L2 learning, which became the two ports that guided not only class observations and teacher interviews, but also student surveys and its analyses.

In order to give validity to this project, it is of great importance to draw some conclusions and suggest recommendations, that at the end will provide the reader with a complete and organized analysis. The researcher will continue the same line of the previous chapter, following the order of Brandl's 8 principles of CLT.

It was necessary to understand what both, teachers and students, were perceived about the learning process that somehow was not leading to the expected results in terms of communication with L2 of the students, the approaches and techniques executed by the facilitators in their classes. For this reason, after researching among ELT authors and analyzing what they had to say about the teaching and learning continuum, it was Brandl's Principles of CLT that helped to base the description of reality that instructors and learners were living inside the classrooms; and in this particular case, to draw pertinent conclusions guiding also to the final recommendations of the researcher.

5.1 Conclusions:

- **Principle 1. Use Tasks as an Organizational Principle**

According to the information gathered through the interviews, surveys, and class observations, plus the analysis made in the previous chapter; it is noticeable that curriculums used by teachers are not oriented in tasks. The instruction is more academic and teacher-oriented. It seems that the main attention is on the teacher based on how much he or she talks giving explanations and instructions, then, practice and many pages of exercises take place until the session is finished. Teachers do not have a clear definition of tasks, certainly they do not know how to use them in the class. Teachers also ignore the importance and benefits of having the students create by tasks in language learning.

> "One of the challenges of task-based learning and instruction is that engaging students in a variety of tasks is necessary to promote acquisition. Students have many pedagogical needs which often necessitate a different approach in teaching. For example, learners need to engage in psycholinguistic and metalinguistic processes such as repeating, noticing forms, hypothesizing and conceptualizing rules, which have been found by research as being conducive to the language acquisition process." (Brandl, 2008)

The challenge is difficult indeed; and takes time for sure. The different needs, among the students, their likes and dislikes, motivation, and many other variables have to be taken into account. Based on the visitation of the researcher to the facilitators' classes, there was not any type of task assigned to the students

according to how Brandl defines it. They were around 14 visits in total and there was no evidence of students discovering the language through real-life activities.

The fact that teachers use textbook for the course ends up in detriment of the process because, they happen to depend too much on it. Many teachers would only use the textbook for many lessons in a row, limiting to use the activities suggested by the textbook and not giving the opportunity to the learners of discovering, creating, and living the language as it happens in real life. Those teachers center the class on the textbook and frustrate the learning acquisition process.

- **Principle 2. Promote Learning by Doing**

Another fundamental principle among Brandl's principles in Communicative Language Teaching; which is based on the theory of hands-on in order to trigger a learner's cognitive engagement. It is transcendental in the process of learning because, it converts the students into the protagonist of their own learning process and engages them to accomplish every day's objectives.

The "doing" part of this principle focuses on the real-life, real-world that students know because, it is about their daily routines, is what they see all the time. According to the project, what is the teacher supposed to do, then? Well, bring those daily routines into the class, so that they find purposes to what they are learning. It is very different to learn how to order in a restaurant learnt from the board, than learning the same vocabulary and phrases by playing the role of a waiter and a customer at a restaurant.

Based on the analysis made in the previous chapter with all the evidence from the students, teachers, and classroom visits; it was detected that teachers have a different idea of what real-life activities mean. When asked: What sort of exercises and activities do you use to promote language acquisition? Teachers responded that they would use conversations, oral presentations, reading out loud, and audios in the target language. According to their responses, it seems that teachers ignore that real-life activities go beyond textbook exercises and boring dialogues that students do systematically. Activities in the real world are more vivid and happen in so many different contexts that teachers can use a different activity in every class: doing a check-in at a hotel, ordering food in a restaurant, answering the phone and taking notes from the conversation, trying on clothes at a store, giving directions to a tourist, and so many others that giving a list here would be never-ending.

As reported by students in the survey, some of the more frequent answers to the question: What kind of activities do teachers do in class to practice English? They conquered that the activities were usually monotonous, repetitive, lack of dynamism, and in little quantity. Apparently, students reveal that teachers are not taking time to plan their activities and, as a consequence, students find themselves discouraged and bored when it comes to doing in the class. It is really a shame that one of the most important ingredients in the teaching-learning recipe is not being added properly.

It is clear that teachers' duties are a hundred and one and that they even have to deal with more of the school tasks at their homes (apart from the daily routines regarding house chores, children, family, and private life), but it is important to

remember that teachers do not have to elaborate a lot in every single task, but use simple resources and simple ideas to have students do.

Principle 3. Input Needs to be Rich

Bringing into mind that fact that it is impossible to compare the amount of input students receive in the mother language to the amount they are exposed to in the target language, we can also declare even more impossible that students will be in exposure to English when they are outside of the school. In spite of this reality, students at Liceo Bilingüe de Belén receive input from different sources, starting with their professors, and then, from other sources such as audios, videos and documentaries, books and textbooks, among others.

The problem is that even if the teachers represent students' number one source of English, many of these facilitators use Spanish in considerable periods of the class. This makes even less the exposure of the students to the target language. It is the teachers' compromise and duty to mandatorily speak English 100% of the class and take advantage to their positions as the main source of English they represent to their students. Teachers are also meant to use all resources at reach so that students can listen to native accents either from Americans or British, New Zealander, Australian, etc. Books are another rich source of English vocabulary and useful expressions that they can internalize.
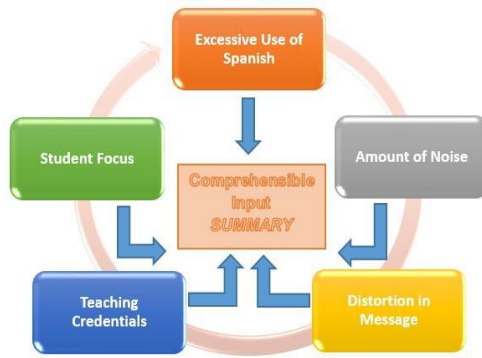
About the use of the target language and exposure they have outside of the classroom, it is true that it is difficult for the professor to monitor their constancy and their commitment to the objective of learning the language. The teachers

expressed in the interviews carried out by the investigator, that they usually recommend to their students different ways they can take advantage of resources in order to practice listening, speaking, reading, and writing. Example of this are the following ideas: watching movies without subtitles in Spanish or with subtitles in English, listening to music in English trying to understand general and specific ideas, adjusting the cellphone and computer to English language, writing letters and e-mails in English, using vocabulary they learn in video games, among many other options.

At the end, students also have their own part in the responsibility to do their best practicing this language, whatever the motivation is: to pass a subject, or to actually internalize the language for future purposes.

- **Principle 4. Input needs to be Meaningful, Comprehensible, and Elaborated**

"A critical concept for second-language development for students with and without learning difficulties is comprehensible input. Comprehensible input means that students should be able to understand the essence of what is being said or presented to them" (Teacher Vision, n.d.). In other words, learners are not supposed to be spoken to by means or words they understand. "In fact, instruction can be incomprehensible even when students know all of the words" (Teacher Vision, n.d.). As explained by Krashen (1985), learners build their knowledge in the

target language best when they are exposed to input that is a little harder than the one they commonly utilize. On the other hand, as Brandl (2008) suggests, instructional strategies are necessary to promote the use of the TL. However, this was not the case while classes were being observed. The lack of instructional strategies was present, leading the researcher to believe that this can have an impact on how input is being perceived by learners.

A second issue that can be affecting the input students are receiving, though as trivial as it may look, is the amount of noise signaled by students in the interviews. Two different kinds of noise were spotted by means of classroom observations: the noise produced by students in the classroom and the one coming from the outside of the classroom. The lack of student focus, as a chain reaction, also produces in-class noise. This happens because students are not engaged in the activities and role and so, they start socializing in their mother tongue, disrupting the class and those who are really into the task.

One last big situation is that learners are not satisfied with the way they are provided with Comprehensible Input, because there is too much Spanish being used in the classroom by their peers, and sometimes by their professors. Another comment made by language performers in this school is the lack of ventilation, which they find highly distracting.

- **Principle 5. Promote Cooperative and Collaborative Learning**

Cooperative and collaborative language learning is one of the best methods to get students use their abilities at all times. They are able to actively interact by listening, speaking, using gestures, sharing opinions, consulting vocabulary and grammar structures, discussing and developing so many activities in the class. The importance above all is the interaction they have.

The lack of cooperative learning or its misuse in the class, is a clear disadvantage for the students and a waste of a significant tool in the process of language acquisition. Without this method, students are not able to listen to their peers, express ideas without much pressure, interact with their peers, and so many other actions that propitiate interaction among students and teachers.

According to the different tools used to gather information for this research project, there is enough evidence to conclude that students and teachers are not familiarized with cooperative and collaborative language learning. Teachers said they are not willing to work in groups or they prefer not to force them. Students do not seem to feel comfortable when it comes to working in cooperative form. They mentioned in the surveys that some teachers promote CLL but others do not, that some teachers force them to do group work in spite of feeling awkward.

To conclude this principle, in the observation of the class, there were specific tasks that were assigned to the classes that they had to develop in groups, but this is different from the actual use of the CLL which is a method that is always used in

class. In other words, CLL is different to an isolated specific task assigned to be worked in groups.

- **Principle 6. Focus on Form**

Over the years, it has been observed that English classes in many educational systems (not only the public) have become, at some point, grammar sessions where teachers focus on providing grammar structures and practices as if it were the only method for students to acquire the target language. Grammar is a fundamental part in the process of learning a second language, but it is not the center of the process or the final objective.

The more time students spend learning grammar, the less they acquire vocabulary, conversation, listening, interaction, reading, etc. Learning a second language is an integrated process where its different components should be acquired gradually and simultaneously. At the end teachers are not preparing grammar experts, but bilingual speakers. Another important element to take into consideration is how teachers project grammar contents in the class, either in a systematic way or through the use of tasks and real-life contexts in the class.

Based on the visits to the classrooms of the tenth grade students under study from Liceo Bilingüe de Belén, it was observed that teachers use different strategies to teach grammar. Teachers do explanations from the whiteboards giving structures, step-by-step processes to form sentences of complex constructions. Some teachers review with prior knowledge learned in other levels and then continue with the new contents. After explanations, when it comes to practice of

the contents just learned, the methods are different and they have to do with the subject instructors are teaching. For instance, Listening and Speaking teachers would have their pupils do communicative activities such as conversations, short sketches, or role-plays. Reading and Writing teachers would provide their students with photocopied materials or written activities on the board such as sentence completion, association, and others.

Methods, strategies, techniques, and activities teachers are using are good and adequate for the students' needs and learning stage. What it is not helping much is, the overuse of grammar and the grammar centered lessons.

- **Principle 7. Provide Error Corrective Feedback**

Providing error corrective feedback is also part of the process of learning a second language, and it has a relevant importance because through correction, students not only assimilate the fact that learners commit errors while learning and that they are in a middle of a process.

In the surveys applied to the students for the present investigation, they expressed that they were indeed corrected by their professors in many different ways and that they felt comfortable with the type of correction when applied. Students said that their teachers would normally use repetitions, correction at the time of the mistake or later at the end of the session.

One more crucial element in this part is feedback, which teachers mentioned in the interviews when and how they would provide the students with it. They mentioned they would provide feedback at the end of the class or when they would

complete an objective or content. Instructors would repeat explanations, review previous concepts, correct practices and tests, use the board to explain the reason of the mistake, providing the correct pronunciation to the mistaken word, etc.

- **Principle 8. Recognize and Respect Affective Factors of Learning**

Students have also made observations in regards to how they perceive their Affective Filter is being impacted. To start with, in regards to the classroom environment they feel, they are not exactly happy with the synergy among class members and teachers. But at the same time, due to the amount of distractions from their peers or elements surrounding the class, the classroom atmosphere is disrupted. On the other hand, their testimonies on how well they feel in general in regards the way mistakes are dealt by the teacher gives the sensation that the environment is not so bad.
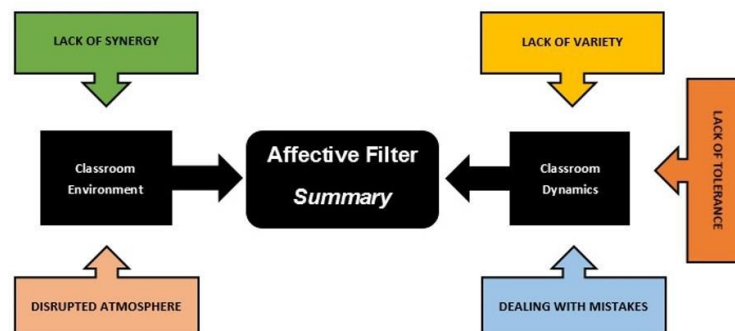
A very common variable in this part is students' nervousness and shyness, which teachers have to deal with. These two elements make some students extremely quiet and they would not participate even in a direct question from the professor.

There are some strategies that instructors of English have to take into account to deal with these Affective Filter disadvantages, see how they can help their pupils feel more relaxed during the class lesson, when doing presentations in front of the classmates, or when doing written examinations. Teachers have to struggle to find correct mechanisms that will counterpart those emotions on the right path.

5.2 Recommendations:

A mindset shift is needed for educators to help shape another paradigm of education for this language class. Moving away from a mere duty that will provide him/her with the salary, but that will really make a change in their classes and of course, in the product they are looking for: a bilingual students able to successfully communicate with the target language and help others who do not speak English.

Teacher's Ideal Profile

A teacher who is willing to work for the better of his/her students is meant to have the following characteristics to ensure quality in the school's teaching principles:

1. Ethical in his/her quality and performance: Someone who will stick to the school's teaching curriculum and methodology.

2. A clear teaching philosophy: Someone who has pillars that ground their teaching model and view of education, which needs to be aligned with the school's philosophy.

3. Technologically-oriented: Someone who is able to take control of the learning technology provided to them to enhance their teaching and students' learning.

5. Able to create instructional tools: Someone who is independent and can create their own materials to benefit their student language acquisition with meaningful experiences.

6. Able to shape the way students learn: Someone who can help their students to learn and discover how they can better learn and acquire the language they are being taught.

Some recommendations to the teacher for the correct application of Brandl's principles in the classroom are:

1. Materials need to be authentic to reflect real-life situations and demands.

2. The teacher needs to maximize the use of the target language.

3. Do not constantly switch back and forth between the TL and the students' L1.

4. Set a good example: do not expect students to use the TL if you cannot use it consistently yourself.

5. Provide clear guidelines.

6. Discuss the rationale for using the TL in the classroom early in the term.

7. Use strategies to correct students' mistakes such as the following:

   a. Confirmation checks

   b. Comprehension checks

   c. The teachers' accessibility to students' questions.

   d. Providing nonlinguistic input through body language

   e. Modified language use through repetition, slower speech rate, enhanced enunciation, simplifying language, etc.

Student's Profile

A student who is in the disposition to acquire a second language such as English needs to have the following characteristics.

1. Willingness to learn: Someone who is going to be in the search for opportunities to consolidate their writing, reading, listening, and speaking skills. That is, someone who is going beyond the classroom boundaries to continue their language learning and acquisition.

2. Disposition of invest in their learning: Someone who is willing to invest time in their learning since students are meant to be autonomous learners who can make decisions when to practice their second language to improve and test how much they have learned.

3. Desire to achieve language performance goals: Someone who is interested in attaining language mastery levels aligned with the grade they are coursing at this bilingual school in Belen.

In summary, Costa Rica needs qualified and verified personnel with at least a B2 level of proficiency in English according to the Common European Framework of Reference. Students of English as a foreign language need to attain certain language performance that can also be verified by means of the national examinations (known as "exámenes de bachillerato"). Though across the country we can find lots of parameters to check people's English mastery level, a TOEIC exam (or similar) can be used to verify that level requested by MEP to public bilingual schools such as Liceo Bilingüe de Belén in Heredia.

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Appendixes

Appendix 1: *Instrument for Data Collection, Student Survey (Format in Spanish for students' better understanding)*

Encuesta para estudiantes de décimo año del Liceo Bilingüe de Belén.

Instrucciones: Lea cuidadosamente las preguntas abajo y responda según las vivencias de clase que recibe en los curso de inglés que recibe en esta institución. Para responder desarrolle su respuesta en las líneas designadas para cada pregunta. Por favor sea veraz, conciso y congruente.

1. ¿Cómo se practica el vocabulario y la gramática en clase? ¿El profesor nos proporciona situaciones modelos para practicar?

2. ¿Qué tipo de actividades realiza el profesor en clase para practicar el inglés?

3. ¿Qué clase de ejercicios dentro y fuera del salón de clase uso para practicar? (Mencione lo que hace dentro y fuera de la clase.)

Lo que hacemos adentro del salón	Lo que hacemos afuera del salón

4. ¿Cuándo escucha a su profesor, el audio del CD, el video de la TV, etc.; comprende lo que escucha? ¿Sí o no? (Por favor explique.)

5. ¿Trabajamos cooperativamente en clase, ayudándonos los unos a los otros? ¿Cómo nos motiva el profesor a trabajar cooperativamente? (Explique, por favor.)

6. Cuando el profesor presenta la gramática, ¿lo hace dándome fórmulas o lo hace explicándola en las situaciones donde se usa? (Por favor, explique.)

7. ¿Cómo me corrige mi profesor cuando cometo un error en vocabulario, gramática, y pronunciación? Indique si se siente cómodo cuando se le corrige.

8. ¿Cómo se siente cuando está en la clase de inglés, ansioso, cómodo, estresado, nervioso, etc.? ¿Porqué se siente de esta manera en la clase de inglés?

Nota: Encuesta basada en los 8 principios del "Communicative Language Teaching" y el "Task Based Instruction" según Klaus Brandl (2008)

Appendix 2: *Interview Questionnaire for Teachers*

Interview Questionnaire for Teachers

Date	Gender	Age	Academic Background
___ / ___ / ___	Male / Female		

Please answer the questions below according to the real characteristics of the class with your students from tenth grade.

1. How do you propitiate the use of vocabulary and grammar structures in class? Do you use real life situations for them to practice?

_____
_____
_____
_____

2. What sort of exercises and activities do you use in class to promote language acquisition?

_____
_____
_____
_____

3. How do you promote language acquisition in and out of the classroom setting? Have you been successful in your attempts?

_____
_____
_____
_____

4. Do your students understand what you are saying when talking to them in English? Do you monitor that they comprehend the target language when they receive input from audio CD's, videos, and others that you use in the class?

_____
_____
_____
_____

5. How do you motivate your students to work in cooperative groups where they can help each other in the use of the target language?

_____
_____
_____
_____

6. When teaching grammar, do you use structures and formulas only or do you use situations where they would normally use it? Explain, please.

_____
_____
_____
_____

7. How do you handle your students' mistakes? What kind of monitoring techniques do you try to foster among students for them to become aware of their mistakes?

_____
_____
_____
_____

8. What kind of learning environment do you create to foster student learning? What do you do to make your students feel at ease in your class?

_____
_____
_____
_____

Appendix 3: *Classroom Observation Protocol*

Classroom Observation Protocol

Date	Gender	Age	Academic Background
___ / ___ / ___	Male / Female		

Principles:	Yes	No	Notes
Principle 1.			
1. The professor provides the class with real-life situations to introduce vocabulary and grammar.			
2. The facilitator has the students role play real-life contexts to use the grammar and vocabulary learned.			
Principle 2.			
3. The teacher lets the students do more talking than him/herself.			
4. The instructor varies the activities and techniques to teach English.			
Principle 3.			
5. The professor uses the target language along the class in commands, instructions, explanations, etc.			
6. The facilitator utilizes sources such as audio where students are exposed to the target language.			
Principle 4.			
7. The teacher monitors students' capability to understand when they are exposed to the target language.			
8. The instructor uses the target language in the appropriate level so students can understand.			
Principle 5.			
9. The professor promotes cooperative learning among the students.			
10. Students interact with each other in the development of the class session.			
Principle 6.			
11. The teacher provides the students with situations from real life to explain the use of the grammar.			
12. Students practice the grammar they are learning in given situations where they would normally use it.			
Principle 7.			
13. The professor corrects students using several techniques where the students feel comfortable and oriented.			
14. Students seem comfortable, not harsh, when the			

professor corrects them.			
Principle 8.			
15. The professor provides the class with a comfortable, kind, and helpful environment.			
16. Students seem to enjoy the class or at least feel satisfied and pleased.			

Appendix 4: Table 1 Tasks in the Classroom, Students' point of view

Table 1: Students' viewpoint about the use of tasks in the classroom.

Examples	Practice / Exercises	Real-life situations
• Explanations • Unclear explanations	• Printed material • Activities • Not enough activities • Work on the textbook	• None

Source: Information gathered by means of students' survey.

Appendix 5: Table 2 Learning by Doing, Teachers' point of view

Table 2: How teachers promote learning by doing according to students' point of view.

(+)	(-)
• Conversations • Oral presentations • Reading out loud • Use of audios • Textbook practice • Asking questions to ss.	• Not enough practice • Not many dynamic activities • Monotonous repetitions

Source: Information gathered by means of students' survey.

Appendix 6: Table 3 Input students receive, Students' point of view

Table 3: Input students receive according to their responses in the survey.

In class	Outside the class
• Conversations • Practice • Written paragraphs • Listening to the teacher talking • Not taking • Audios • Videos • Presentations from partners • Repetition	• Practice alone • Take-home assignments • Research work assigned by the teacher • Watching movies in English • I don't rehearse or practice • Games in English • Tutoring classes • Nothing • Review of vocabularies • Use of internet • Speaking to people who know English • Study/review contents at home • Reading book in English • Studying the dictionary • Private English courses

Source: Information gathered by means of students' survey.

Appendix 7: Table 4 Input students receive, Students' point of view

Table 4: Type of Input students receive from the different sources according to their consideration.

From the Teachers:
- I understand the teachers   - The teacher uses words easy to understand   - It's hard to understand the teachers   - I understand very little   - I sometimes understand   - Teachers talk too fast
From other Outcomes:
- Poor quality of the audio outcome (speakers)   - They talk too fast to understand   - Yes, I understand very well   - Hard to understand other accents such as British   - Hard to understand from the audio CD's   - Low volume from the sources

Source: Information gathered by means of students' survey.

Appendix 8: Table 5 Teachers promoting CLL, Students' point of view

Table 5: How teachers promote cooperative and collaborative work in class according to students' point of view.

(+)	(-)
- Small groups - In pairs - For specific tasks - Tutors helping other classmates	- Teachers don't promote cooperative learning - Sometimes only - Some teachers do it, others don't - Some teachers make us work in groups even if we don't want to.

Source: Information gathered by means of students' survey.

Appendix 9: Table 6 Teachers teaching grammar, Students' point of view

Table 6: How teachers teach grammar according to students' experiences.

Examples:
- Applied in normal situations   - Explanations with formulas   - Use of examples   - Photocopied material, textbooks, handouts, etc.   - Differ from teacher to teacher   - Timelines for tenses

Source: Information gathered by means of students' survey.

Appendix 10: Table 7 Correcting mistakes and feedback, Students' and Teachers' point of view with Class Observation Evidence

Table 7: Teachers correcting mistakes of students and giving them feedback.

Teachers' perspective	Students' perspective	Class observation evidence
• Correcting grammar mistakes in written and spoken forms. • Checking the practice they do daily. • Peer assessment. • Oral mistakes: interruption and/or reinforcement at the end • Use of rubrics. • Individually – not exposing their mistakes.	• Comfortable when receiving correction. • Repeating the correct pronunciation. • Grammar correction on the board or the notebooks • Sometimes teachers don't know how to correct students • Repeating explanations • I'd like the teacher to correct me more so I can learn more	• Use of different techniques in order to have students feel comfortable and oriented. • Students looked comfortable and not harsh when they were corrected.

Source: Information gathered by means of students' surveys, teachers' interviews, and classroom observations.

Appendix 11: Table 8 Affective Filter, Students' and Teachers' point of view with Classroom Observation Evidence

Table 8. Affective Filter

Teacher's viewpoint	What classroom observation attests
Classroom observation	**Classroom observation**
• Comfortable environment • Humor and hilariousness moments • Good teacher-student relationship • Relaxing techniques	• Cleanliness of the class • Encouraging posters on the walls • Nice relationship between students and teachers • Nice environment in general
Psychological aspects	**Psychological aspects**
• Not making fun of students' mistakes • Not exposing students mistakes to the rest of the class • Working with their learning styles	• Nervousness when speaking in from of the class • Shyness to participate in public • Teachers build confidence
Assessment	**Assessment**
• Stress and nervousness when being evaluated • Individual evaluation • Feedback	• Use of certain activities trigger high filter among students. • Assessment brings nervousness and insecurity

Source: Information gathered by means of teachers' interviews and classroom observations.

Appendix 12: Table 9 Real-life activities teachers do, Teachers' point of view

Table 9. Real-life activities teachers say they have their students do.

Vocabulary	Grammar	Other tasks
• Photocopied material	• Avoid structures	• Use of "real material"
• Videos	• Photocopied exercises	
• Readings	• Grammar in contexts	
• Newspapers	• From videos	
Reading	**Writing**	**Listening and speaking**
• Newspapers	• E-mails	• Videos
• Stories	• Letters	• Audio Cd´s

Source: Information gathered by means of teachers' interviews carried out on July 1st, 2016.

Appendix 13: Table 10 Activities teachers have their students do, Teachers' point of view

Table 10. Useful and useless activities teachers have their students do according to teachers'
interviews vs. classroom observations.

+	-
• Conversations – dialogues • Poster presentations • Debates and class discussion • Reading out loud • Use of audios and videos to complete tasks	• Not enough tasks • Not dynamic activities • Monotonous activities • Repetition of the same activities/exercises • Teachers talk too much

Source: Information gathered by means of teachers' interviews vs. classroom observations.

Appendix 14: Table 11 Input students receive, Teachers' point of view

Table 11. Input students receive inside and outside of the classroom according to teachers.

Inside the class	Outside the class
• Conversations • Practice • Written paragraphs • Listening to the teacher talking • Audios • Videos • Presentations from partners • Repetition • Games like "Bingo" and "charades"	• Students do not practice at home • Teachers give them ideas to practice such as watching movies and listening to music in English • Giving them tasks to do at home • At the end it is students responsibility to practice if they want to learn • Assignments

Source: Information gathered by means of teachers' interviews carried out on July 1st, 2016.

Appendix 15: Table 12 How teachers promote CLL, Teachers' point of view

Table 12. How teachers promote CLL in the class.

1. Group reading activities
2. Pair work
3. Arranged according to personality traits and relationships
4. Not forcing them to work in groups
5. Giving them tasks that trigger interaction among them
6. Find tutors (high achiever classmates) for the low achievers
7. Group and pair work
8. Some teachers mentioned they don't like CLL.

Source: Information gathered by means of teachers' interviews carried out on July 1st, 2016.

Appendix 16: Table 13 Mistakes and Correction, Teachers' point of view

Table 13. Type of mistakes students make and correction techniques teachers use.

Typical mistakes students make	Common corrective techniques
Grammar mistakes in oral and written forms Mispronunciation of words Problems with troublesome phonemes Lack of fluency	Repeating the correct pronunciation at the moment or at the end of the class Providing vocabulary Writing answers on the board Repeating explanations when students ask so Peer assessment Use of rubrics for specific evaluations

Source: Information gathered by means of teachers' interviews carried out on July 1st, 2016.

CARTA DEL TUTOR

San José, 20 de Febrero de 2017

Sr. Carlos Arinez
Enseñanza del Ingles
Universidad Hispanoamericana

Estimado señor:

El estudiante Alejandro González Quesada, cédula de identidad número 4-0180-0046, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado *Assessing the Speaking Output of English as a Second Language According to the Communicative Approach in Tenth Grade Students at Liceo Bilingue de Belen During the Second Semester of 2016,* el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés..
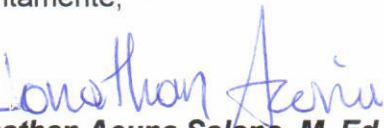
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20
C)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20
	TOTAL	100%	100

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,

Jonathan Acuna Solano, M. Ed.
Cédula identidad N. 107160474
Carné Colegio Profesional N.034150

Heredia 18 de mayo del 2017
Universidad Hispanoamericana
Licenciatura en la Enseñanza del Inglés
Modalidad: Tesis de Graduación
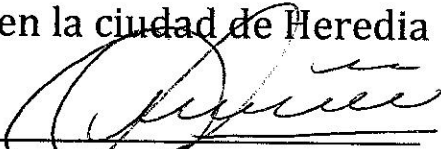Señores Tribunal Examinador de la Tesis de Grado titulada:

Assessing the Speaking Output of English as a Second lenguaje according to the approach in thenth grade Student at Liceo Bilingüe de Belén during the firsth semester of 2016.

La suscrita Socorro Mejías Castro, cédula 2-224-720 egresada de la Universidad de Costa Rica, graduada en Filología, bajo el título Número 432 que me acredita como tal, doy fe de haber revisado y corregido exhaustivamente los siguientes aspectos en este trabajo, realizado por el estudiante Alejandro González Quesada Cédula 4- 180- 046.
   - La parte de lexicografía, morfología, fondo y forma en su totalidad.
   - El uso correcto de la preposiciones.
   - Usos lingüísticos de los signos de puntuación, interrogación y exclamación.
   - Los solecismos, barbarismos, cacofonías, anfibologías, monotonía del lenguaje, redundancia, pleonasmos y la ortografía.
Califico esta tesis de graduación preparada para optar por el título de: Licenciado en la Enseñanza del Inglés. La misma contiene un fondo claro y preciso de la propuesta expresada en ella, con ideas correctas que dan respuestas a los objetivos presentados.
Firmo en la ciudad de Heredia el día 18 de mayo del 2017

Licenciada Socorro Mejías Castro
Cédula 2/224-720
Carné # 432 U.C.R.

CARTA DE LECTOR

Heredia, Jueves 27 de Abril de 2017

Universidad Hispanoamericana
Sede Heredia

El estudiante Alejandro Gonzáles Quesada, cédula de identidad #4-0180-0046, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "**Assessing the Speaking Output of English as a Second Language According to the Communicative Approach in Tenth Grade Students at Liceo Bilingüe de Belén during the First Semester of 2016**", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

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.

Atte.

Firma

Nombre: Isaac Mora Chavarría

Cédula: 1-0922-0154

DECLARACIÓN JURADA

Yo Alejandro González Quesada, mayor de edad, portador de la cédula de identidad número 4-0180-0046 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: Assessing the Speaking Output of English as a Second Language According to the Communicative Approach in Tenth Grade Students at Liceo Bilingue de Belen During the Second Semester of 2016 es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte: articulo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los 28 días del mes de mayo del año dos mil diecisiete.

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Firma del estudiante
Cédula: 4-0180-0046